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ABSTRACT

To provide current information on vocational education, proceedings of the 1970 American Vocational Association Convention were prepared by recorders appointed for each area. Sections are: (1) General Sessions, (2) Awards and Citations, (3) House of Delegates, (4) Program of Work and Policy Resolutions, (5) Departments of Adult, Postsecondary, Secondary, and Teacher Education, (6) Departments of Research, Administration, Evaluation, and Supervision, (7) Educational Divisions of Agriculture, Business and Office, Distribution, Home Economics, Industrial Arts, Technical, and Trade and Industry, (8) Divisions of New and Related Services, including Guidance, Health Occupations Education, Manpower, Research and Vocational and Instructional Materials, (9) Related Groups and Organizations, and (10) A listing of architectural, commercial, and educational exhibits. (AS)

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CONVENTION PROCEEDINGS DIGEST

New Orleans, Louisiana
December 4 - 9, 1970

AMERICAN VOCATIONAL ASSOCIATION
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MAY 1971

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INTRODUCTION

Last year, for the first time, the AVA published a *Convention Proceedings Digest* as another service to the membership and others concerned about vocational education. Since it was a beginning, we enclosed a questionnaire and asked that the readers evaluate the content, style and format. We also asked if a second volume should be published. We were prepared to let the response govern the form of the next *Digest*, if, indeed, there was to be a next *Digest*.

The returned questionnaires were overwhelmingly in favor of preparing a second volume and approved of the approach and style that had attended the initial effort. With this in mind, we assembled the material as we had previously. A proceedings recorder was named for each section. These appointments were made by the division vice president, the department chairman or an official of the organization or group involved. The proceedings recorders accepted the responsibility for determining what would appear in their section. In compiling the material, they depended upon meeting recorders for reports of individual sessions. "Depended" should be underscored because the variety of meetings made it impossible for the proceedings recorder to complete the job unaided. The material has been printed essentially as submitted.

Obviously, we are pleased that the first *Convention Proceedings Digest* was well received and hope this second book will again serve to inform those who need and want to know about the current state of vocational education.

Lowell A. Burkett
Executive Director
American Vocational Association

4/5

GENERAL SESSIONS

6/7

OPENING GENERAL SESSION

Saturday, December 5

Greetings

Lynn Emerson, National Reporter
Future Homemakers of America

It is indeed an honor and privilege for me to bring you the warmest greeting from 571,064 girls and boys in the Future Homemakers of America. As the nation's largest youth organization, FHA's objective is to help individuals improve personal, family, and community living. In reality, if we pause to think, all of you here, as the leaders of vocational education, are striving to accomplish the same goal! You are working diligently to present America's youth with opportunities and challenges we have never had before. Rest assured that we, the youth of America, are grateful to you for all the hours you spend and the leisure time you relinguish to make vocational education what it is today.

When we look at statistics, we find that one-half of the population is under 25 years of age. Eighteen-year-olds are voting; younger senators, representatives, and other public officials are chosen with each election. Youth need advice in all these new encounters—advice that they feel is sincere and worthy. This advice must come from those to whom they feel the nearest, including those in vocational departments. It is through your personal contact with us that we are able to leave a great influence.

There is a short story I like that to me best explains the goal of vocational education and of the Future Homemakers of America. It goes like this.

One day a man came home very tired from a hard day's work. He just wanted to sit down, read the newspaper, and relax for a while. Finally he got the chance to do this, and he had just been sitting in his easy chair for a short time when his little four-year-old boy came running into the room saying, "Daddy, Daddy, come play with me." The father answered the boy, "Oh, son, I'm just too tired right now. Go play with some of your other friends. I will play with you later." Well, the boy left the room a little downhearted and returned about a minute or two later begging, "Daddy, Daddy, will you please come play with me now?" The boy kept begging, and then the father saw a map of the world on the back of the newspaper. He took this map and tore it into tiny pieces. He gave the pieces to the boy and said, "Now go put this map of the world together and then I'll play with you." The boy quickly left the room and returned in about five minutes very excited. "Daddy, come see, I've finished," said the boy. Well, the man just couldn't believe the four-year-old boy could put the map together so fast. The father went into the little boy's room and there was the map of the world laid out perfectly on the floor. The father replied, "O.K., you win. I'll play with you. But tell me how you put the map together so fast." The boy replied, "Well, Daddy, on the back of this map of the world is a picture of some children, and I knew if I put the children together right the whole world would be together right." And I believe this is what FHA and AVA are both striving for.

FHA wishes for you the most fruitful convention in the history of AVA. With God's help and your experience and guidance, coupled with the desire and enthusiasm of youth, how can we fail?

Priorities for Vocational Education

The Honorable Russell W. Peterson, The Governor of the State of Delaware and Chairman, Education Commission of the States

Recently, I was told about an innovative approach to vocational teacher education. One of the new teachers at an area technical school was approached by the building representative for the American Vocational Association and was asked to join the organization. The new teacher flatly refused, claiming that he had no interest, no time, no money to waste on such activity.

Then he was approached by his department head. He told the teacher that the school was proud of its past record of 100 percent membership in AVA and that the Association had accomplished much in the way of effective legislation, improved salaries for teachers, and better working conditions. Once again, the new teacher refused—this time more emphatically—saying that the organization sounded more like a teachers' union than a professional association.

The principal of the school was the next to counsel the new teacher. The principal pointed out that the AVA fought for a more effective teaching staff, better facilities, and improved educational programs for students. At this, the new teacher became indignant. Not only did he restate his refusal, but he assured the principal that no amount of pressure could make him change his mind.

Finally, the new teacher was summoned to the office of the superintendent. The chief school officer pushed an application for membership at him and said, "Sign this and give my your twelve dollars dues or you're fired!" The new teacher immediately replied, "Certainly, boss, it's a pleasure." He quickly signed the card and paid the fee.

"Now tell me," said the superintendent, "why did you give everyone else such an argument?" "Well," said the teacher, "nobody ever *explained* it to me the way you did."

I am not saying that we in Delaware have used quite this vigorous an approach. But I am saying that those of us in leadership positions can have a profound effect on the success of programs and policies.

What priority do I put on vocational education? It has the top educational priority of our Administration in Delaware. As executive officer of that Administration, I have explained this fact to my cabinet secretaries, to the State Board of Education, and to my State Advisory Council on Vocational Education, and the results have been promising. The State Board of Education, the Delaware School Boards Association, and the Chief School Officers Association have established vocational education as their top priority. In my "Future of the State" message to the General Assembly early this year, I outlined my priorities. The Legislature responded by passing three important pieces of legislation during the past session.

One will provide financial incentive for every high school in the state to establish and conduct programs of occupational education. A second provides year-round employment for teachers of occupational-vocational education so that we may reach and serve more students, and so that we may realize greater utilization of our facilities and equipment during the summer months. The third legally establishes and financially supports vocational youth organizations which are vital to programs of vocational education. It continues to support Paul Weatherly, since he has a rapidly growing, important, and exciting Delaware Technical Community College.

The State Advisory Council on Vocational Education, headed by Martha Bachman, who is with us today, made an independent and thorough evaluation of vocational education in Delaware and commended the State Board and the

Legislature for such positive actions. The Council made several recommendations, however, that suggest we have a long way to go in vocational education and that I have a lot more explaining to do at home.

This leads to several other questions I will discuss here this morning:

1. How do we establish a national priority for vocational education?
2. How do we meet our educational needs?
3. Does manpower or vocational education ***have*** to be an "either-or" proposition?
4. How do we go about getting effective action?

James B. Conant has said, "We don't have national policies in education. However, we can achieve nation-wide consensus on major educational programs."

On the road to seeking a national priority for education, it often is wiser to attempt to persuade rather than to explain. Let me illustrate with the story about the budding young farmer who bought out an old farmer who wanted to retire. The young farmer asked the old gent to throw his mule into the deal, since the young fellow didn't have enough money to buy modern equipment. But it took a lot of persuasion because the retiring farmer said he had developed a deep affection for the mule. He agreed only after the young farmer promised to treat the mule with tender, loving care and never work the mule against his will.

Shortly afterwards, the old farmer wandered by as the mule's new owner stood frustrated in a field trying to get the mule to move. After listening to the young man pleading with the mule, the old man picked up a broken piece of fence rail and delivered a clout directly to the right side of the mule's head, saying, "Please move, old timer." The mule moved. The young farmer was astonished. "You made me promise," he said, "to treat the mule with love and affection and to use persuasion rather than force."

"That's right," said the old farmer, "but first you have to get his attention!"

To get proper attention, clout is sometimes necessary. The Education Commission of the States, I believe, has the potential to become one of the strongest influences in American education. It represents 43 member states and territories. The typical delegation is led by the governor of the member state and includes key members of the legislature (usually the House and Senate education committee chairmen), the president of the state board of education, the state superintendent of public instruction, and a leader in the teaching profession.

As national chairman of ECS, my immediate goal is to increase its membership to include all states and territories. If I, as chairman, can succeed in persuading these members that vocational education is a top priority in all states and in the nation, I am convinced that they have the clout and will apply it as necessary to gain the attention of those in their states to whom our position must be explained.

In the final analysis, it is the collective action of the several states, rather than the direct influence of the Federal Government, that determines our national position, goals, and priorities in education.

We have just had a meeting of the steering committee of the Education Commission of the States in San Diego and agreed to develop a theme for the 70's that will call for specific emphasis in each of the years in the immediate future. This year, as you may well know, the emphasis is on accountability. How can we measure whether we are succeeding or failing in the various aspects of education? Let's make all those in charge and responsible accountable for whether or not we get results. The plan for the coming year is to establish goals for education in America. Then the next year, ECS will develop plans for reaching each of those goals and the following year start implementing the plans. Finally will come evaluation of the progress we are making in reaching those goals.

You can be sure that the states will see to it that a major forward move in vocational education will be one of the prime goals of ECS. What can the individual states do? They can—

1. Recognize their responsibilities to provide the opportunities for every citizen to develop salable skills.
2. Realize that the development of such skills is, to the individual, an educational process.
3. Require their educational agencies to render *services* in direct proportion to the *needs* of individuals.

In other words, the educational and motivational efforts should be tailored to the needs of the individual human being. The training program should be cut to suit individual aspirations and abilities so that the individual can fit into a satisfying and rewarding niche in our society. You may have heard the statement that happiness comes from the progressive realization of a worthy goal. I firmly believe that: a worthy goal, selected by the individual. What we must do in education is to help young people find a goal which they consider worthy and then help them to move toward this goal. And when there is some progress toward this goal, that will be the key for individual happiness and better understanding and better relationships for all.

If these things are done, then the states can rely upon their educated citizens to use those skills not only for personal profit but for the benefit of the general economy. The states can realize vast savings from reduced unemployment and underemployment, from a reduction in the crime rate—savings in both human and fiscal resources. And the states can establish a more effective partnership with the Federal Government in meeting our national goals.

We absolutely must work harder at individualized counseling and training. And there are examples of tremendous success around our country. Everyone here, I am sure, knows of some examples. We have some great examples in Delaware. I would like to talk briefly about two of them.

One is about a young student in her freshman year in high school. She had great difficulty, rebelled against the system, organized students against the establishment, refused to pledge allegiance to the flag, and got kicked out of her homeroom. This young student was signed up half days in a neighboring vocational school. With the right advice and right teaching she responded beautifully and became not only the leader of her class and a leader in our state, but a leader nationally. She is now an influence for good on both kids and adults.

I remember a year ago when I gave her the award for outstanding student of the year. How excited I was about it! How excited the kids were! But the next day her teacher from her regular high school called the principal of the vocational school and asked of him, "How dare you give that girl that award? Don't you know she hasn't been allowed in her homeroom because she wouldn't pledge allegiance to the flag?"

"That's strange," the principal said, "She's been pledging allegiance to the flag here for three years, and what's more, last night she led the whole group, including the Governor, in the pledge of allegiance to the flag. When was it she wouldn't pledge the flag in your school?"

"Well, that was three years ago."

What a sad commentary on one hand, but what a success story on the other.

Another story is about a young lad who had gotten in trouble for playing with drugs and after he was busted the second time, he gave up on school, saying, "It's no place for me." The story might have ended there except that he was offered a half-day opportunity at a vocational school. Today this former drug user is a leader in drug abuse clinics and a national president of a leading national organization.

Michaelangelo said, "In every piece of marble there is a great statue waiting to be released." I say every school, every family, every community has great human beings waiting to be released. I challenge you to work hard to release their great potential.

We must push for full employment in our economy. That means we must not only fit individuals to jobs; in some cases, we must adjust jobs to fit individuals. Every person should have at least the opportunity to bring some product to the marketplace of employment and find some buyer. Otherwise, his talents and skills are not salable.

And to be practical, we should recognize that what seems an opportunity to one set of personal values can be a threat to another. It is not enough to say, "Here is the marketplace; here is the buyer; come and sell your skills." That's only half the job—the easy half. The other half requires making the unemployed and underemployed conscious of the advantages and benefits of full employment. It requires creation of an attitudinal climate that *prefers* earning to burning.

Affirmative action and commitment are needed. We must seek out the people who have problems and help them solve them. If we wait for people to bring their problems to us, we learn rather than teach, we spend rather than save, and we lose rather than profit. We must be persistent to reach our goals. A friend of mine exemplifies this trait of persistence very well. The other day he told me he had accomplished something he had been trying to do since 1955—he bought a 1955 Cadillac.

This brings us to the matter of educational needs. As we press for full employment, we can assume that the great majority of persons will, at some point, be faced with the necessity of earning a living. The proposition of earning a living begins with an attitude developed in an individual, with the help of his environment. Attitudes generally are developed in early childhood. I am convinced that the first five years of a child's life affect his attitude and ability to learn more than the subsequent 12 years of formal education.

Thus, I see the need for and support early childhood education as a top priority in vocational education. Do these priorities conflict? I see no conflict. I have publicly endorsed the concept of educational programs for four-year-olds. Rather than "take the child from his mother," I would attempt to bring the mother to school with the child in an attempt at what professional educators call "in-service education." Perhaps ***through the child*** we can adjust the environment to develop the attitude desired to promote the earning-a-living philosophy. The elementary grades should provide introductory exposure to the world of work.

The junior high schools should provide students with the opportunities to become aware of the fruits of full employment and prepare them for a primary or secondary career by intelligent program selection in high school. Secondary schools should be as concerned with preparing and placing their students in jobs after high school as they are with preparing and placing them in college. As a matter of fact, our public high schools should be able to graduate students who have either a job offer, a college acceptance—or both—on commencement day.

Higher education, particularly our community colleges, should provide us with technicians and paraprofessionals, whose ranks will grow tremendously in the next quarter-century. Programs of adult and continuing education, to meet the needs of the underemployed and technologically unemployed, cannot be considered beneath the dignity of our publicly-supported institutions.

Professional training in education—as well as in medicine, law, and science—needs continuing evaluation and adjustment to keep pace with the rapid changes and developments experienced in our society. Incidentally, I consider as essentially vocational education any programs that are designed to meet occupational needs and desires and that provide services necessary to share in our economy. We must also recognize the need for programs and services that fill the gaps for persons unable or even unwilling to join the mainstream of education. And we shouldn't be counseling kids to prepare for jobs that won't be there when they get through training. We're doing that today. Many people, I understand, get PhD's in physics and chemistry and are having great difficulty in finding a job because of the great shortage of jobs. And, as you probably know, statisticians say 10 years from now there will be twice as many teachers available as there are jobs for teachers unless something is done to change direction. Certainly it is more important to the individual and to the community if a young man becomes a happy and successful plumber rather than a frustrated PhD.

Certainly, the educational system I have just described may be discounted as idealistic. But let's consider the realities. We ***have*** the types of facilities described—elementary schools, junior and senior high schools, community colleges, colleges, and universities. At least, we have the bricks and the mortar, and we continue to erect them at a record-setting pace. Perhaps we need to declare a moratorium on planning new facilities until we re-evaluate our priorities in education and can be assured that the facilities now in the works are designed to meet those priorities. The latest statistics indicate a buyers' market in educational services for the first time in American history. Perhaps we can be more selective in organizing our faculties and administrative staffs to assure that they have ***people*** in mind when designing and implementing their programs. We also possess the technical knowledge and productive capacity to meet educational needs ranging from the mentally retarded person to the genius.

From individual teaching machines to mass educational television, from programmed instruction to jet charters for field trips, from push button calculators to computers—all the hardware man can conceive and market is available to our educational operation. What, then, is missing? Why don't we have the ideal system? Why can't Johnny get a job? Could it possibly be attitude?

We have conducted countless studies and published reams of reports concerning the attitude of the child, his home, and his environment. What about the attitude of the schools? Does Johnny really regard the school as a comfortable place where he can meet friends, discuss his interests, and seek help in planning his life? Does Johnny regard his teacher as a person interested primarily in him and what he is going to do for the rest of his life? Does he regard the principal's office as a place to avoid? Does Johnny's student number serve ***him*** or does it serve as a substitute for personal contact? Does Johnny know what the students who couldn't make it in Latin class are doing all day down in the basement shop? Does he believe that once he is sent to vocational school he has forfeited his right to higher education? Does Johnny's principal sometimes think he is administering an employment agency? If not, why not?

As you ponder these questions, don't completely absolve the vocational educator either. Are you going to take your next sabbatical leave and go back to private employment for a time? Why not? Administrators and teacher-educators, are you trying to arrange your schedule so that you can return to the classroom for a semester, perhaps in an urban school? Is enrollment in auto mechanics programs still out-distancing avionics? If so, why? Are we placing all our cosmetology graduates? Are the home economics people pushing child care and other programs for gainful employment? If not, why not? Answers to these questions can tell us quite a bit about out attitudes concerning vocational education. Consideration and discussion of our answers can at least serve as a basis for more effective communications.

I believe that vocational education can be a powerful tool in curing some of our major social problems of today—poverty, crime, unemployment, unrest. Think about it for a moment. Education, or the lack of it, cuts across virtually every major problem we have. At the same time, I am realistic enough to realize that full responsibility for the solutions to our social problems cannot be laid at the doorstep of public education. While education cuts across the spectrum, it must have the supportive services of other governmental agencies, private enterprise and the community.

This is the reason I look forward to implementation of the Comprehensive Manpower Act. And then comes the question: Does manpower or vocational education have to be an "either-or" proposition? I think not. The Act should be viewed, not as a threat to existing successful activities conducted by competent vocational educators, but rather as an opportunity to complement and supplement such activities. Rather than considering it an unnecessary duplication of facilities and services, or the creation of a dual and separate school system, I feel certain it can help make maximum effective use of our vocational and technical schools and skill centers in carrying out the institutional training and educational components of comprehensive manpower plans.

This legislation can strengthen the role of vocational educators. In appointing my Council on Manpower Affairs, I included people who are directly responsible for vocational education in our state. This was to insure their participation in planning and developing our annual comprehensive application for manpower funds, to assure appropriate use of educational facilities and services, and to guard against duplication of effort and waste. I understand also that beyond regular program funds provided by this Act, special incentive grants will be made to states who develop exemplary linkage between manpower programs and vocational education. I have explained to the members of the Manpower Council in Delaware that we should qualify each year for such grants.

Of course, the extent to which vocational education and educators will become involved in this legislation nationally will be determined largely by the quality and aggressiveness of its leadership. Your results with students, your programs, your placements, however, will speak louder than your words. Honestly evaluate your traditional programs—in your area of specialization—in your locale. If they are found wanting, suggest new, innovative, and exemplary programs based on personal and employment needs. If funding formulae need revision to allow program improvement, don't hesitate to suggest change. Your job not only is to save money, but to spend available funds in the most effective manner possible. Direct your attention to existing and emerging social problems as well as to existing and emerging employment opportunities. Attempt to tie people to jobs through programs. Take a second and third look at the disadvantaged and the handicapped. Follow up—not only on graduates—but also upon those who leave before graduation. Remember, they are *also* the "products" of our schools. Document your results—satisfactory and unsatisfactory. Know and communicate what is happening so that we may expand and extend success, diminish and eliminate failure.

And speaking of failure, let's stop using the term "dropout." The implication is that the youngster who leaves school has failed. But he hasn't. No matter what *his* problem is, *we* have failed. And our failure will make it more difficult for him to succeed. School is only one arena of education. The larger arena—the one that is even more important—is that of the community and society. That is where these kids are going to spend the rest of their lives. So when a youngster leaves school, we have no right to forget him. Instead, we should redouble our efforts to "educate" him. If we can find out where we have failed in such cases, we will increase the probability of succeeding in the future.

Each child is blessed with inherent talent and ability. Our job is to uncover those talents and develop them to their fullest potential. Certainly potentials vary, just as a large glass holds more water than a small glass. But is there any reason why each cannot be filled to the brim? Our responsibility then—and I mean governors and public officials as well as teachers, administrators, and other members of the comminity—is to put each youngster on the road that will lead him to his happiest, most productive, and rewarding life in our society.

So I urge you to evaluate, suggest, revise, change, follow-up, document, communicate.

How can all this be done? How can we go about getting effective action? Three effective devices are at your immediate command.

First, bring your solutions to the attention of your State Advisory Council on Vocational Education. Since, typically, they are appointed by the governor to advise the State Board of Education, they can generate the clout necessary to persuade the establishment that your views are worthy of attention. (I understand that in some sections of the country, some administrators are beginning to develop a soreness behind the right ear. Apparently, a few of the newly-formed state councils have begun to earn their pay.) The National Advisory Council on Vocational Education is also at your service to deliver messages to the White House and Capitol Hill. Both councils are as near as your mailbox and telephone; they are also available on a regular basis, at open public meetings.

Second, bring your successes to the attention of the public through your greatest avenue of communications in vocational education—your youth organizations. Personally, I have been involved in local, state, and national activities of the vocational youth organizations and have been tremendously impressed with the enthusiasm, the civic consciousness, and the social competency of these young Americans. As Dr. Madden, our State Superintendent of Public Instruction, remarked: "Wouldn't it be great if we could generate the same enthusiasm for math and science?"

Action is worth a thousand words. One day last spring, every Delaware legislator found on his desk a beautiful potted lily. On it was a neat card—compliments of the students of Kent County Vocational Center. That action told the legislators more about the activities of those youngsters than a thousand words of well-prepared text. My visits to the Kent County Vo-Tech Center and other schools have impressed me with how much vocational youth organizations are truly an integral part of the instruction program. I have found lunch rooms supervised by students rather than teachers; beautification projects undertaken and completed by students rather than school boards; girls in white blazers doing more to bring peace and harmony in school corridors than policemen. Action. These youngsters present a very convincing argument for vocational education. They offer exceptional reinforcement for the challenges of public office and administration. As the chief executive of a state, I advise you that if you haven't as yet turned these organizations on, please don't do anything to turn them off.

There is no substitute for the energy and idealism of youth. We have in Delaware recently formed a Governor's Youth Council of 50 young people ranging in age from 14 to 25. They were interviewed and selected, not by me, but by other young people, and represent a wide cross-section of youth from throughout the state. They represent every educational level including those who have left school and including representatives from Ferris School and Woodshaven Kruse, schools for delinquents. That council is the vehicle whereby Delaware hopes to get young people involved in seeking solutions to our problems. It will be worthwhile as a means of communication, if nothing else. But we are hoping for much more. And it doesn't take much imagination to guess the role the Council can play in developing vocational-technical challenges and in removing the stigma that many youth and parents attach to vocational education.

Third, and finally, your communications can be made directly to your governors, your legislators, and your congressmen. Bring your suggestions to them by phone or mail. You will find them surprisingly receptive and amicable. You may even be able to persuade them that your individual clout deserves their personal attention. If not, explain it to them at the polls.

In summary, then, we have discussed how we can establish a national priority for vocational education, and how we can go about getting effective action. With all of this, we also need communication, coordination, and cooperation of all segments of the community. We especially must work closely with the industrial community, for example, to make sure that our educational system is training youngsters for jobs that are needed in industry. A trained pipe-fitter who can't find a job is just as unemployed as the unskilled laborer who is out of a job.

In conclusion, let me say that everyone needs the satisfaction of doing something he feels is important. I feel that my job is important and I felt that it was an important part of my job to talk to you today. I feel that your job is an important part of efforts to improve our system so that it will work better for more of our citizens, so that more will have the opportunity to realize the American dream. I believe the single most important activity in America today is the one I talked about here this morning—helping individuals get the training and motivation to fit into a happy and rewarding career.

Let me close by paraphrasing what Michaelangelo said—every school, every neighborhood, is loaded with great human beings just waiting to be released. I challenge you to release them; you will carve out a niche for yourself in history.

SECOND GENERAL SESSION

Monday, December 7

Welcome to New Orleans

William J. Dodd
State Superintendent for Public Education
Louisiana

When I first became superintendent in this state, the head of my vocational education division told me we could succeed in having this Convention in New Orleans, and he said it would be a great thing for us. We'd learn much from the people who came and he said 3,000 or 4,000 would come, but there are more than 7,000 here.

I've just heard that this is the largest convention we've ever had, and if we had one next year it would be twice as large because you'd go back and tell them what a wonderful city New Orleans is.

Let me say that I believe in vocational education and have been preaching its value for the last ten years, since I became a member of the State Board of Education.

I believe in vocational-technical education, and we've formed a partnership in this state with industry and with employers. We've redirected our agricultural programs at Louisiana State University. We no longer teach people to raise crops they can't sell. We teach them horticulture. We teach them small motor repair. We don't teach them how to harness a mule; instead we teach them how to fix a tractor.

We've done the same thing in our vocational-technical schools. We are teaching thousands of the French people along the coast who operate the boats out to the thousands of wells in the Gulf. We're licensing those people. We are going to the employer and saying, "What do you want that employee to know? What do you want us to teach him?" And we are asking him what kind of equipment he wants us to use to teach him. The Federal Government has made it possible for us to get the kind of equipment we need, and thus we have re-equipped our schools. We didn't have that kind of money in the state.

There is a place for college education—there will always be a place. But if you were comparing education to an automobile, vocational education would be the motor and not the tail light. Vocational-technical education is going to be the salvation of this country; it's going to do away with a lot of the welfare programs. I wish we could get that across to the general public.

Yes, we're glad you came to New Orleans, and we know that you are going to have a good time. We are happier that you're here than you are that you're here, and I hope that our people, our vocational-technical people who are helping you to carry on this Convention, will learn as much as I know many of you are going to learn from each other. I've seen some of the exhibits. I want to see the time come when we will use every bit of the proved research available in education the same way that doctors, lawyers, and engineers use it. And I want to see us get the money for this type of education, so that we are on a comparative basis with higher education. I don't want to take the money away from higher education, but let's put the emphasis where the emphasis belongs—in vocational-technical education, where 80 to 90 percent of the boys and girls are.

Welcome, I hope you have a good time and I wish I could stay down here with you. I cannot, but I have to come and let you know how I feel about vocational-technical education, and how we in Louisiana feel about it.

CITATION

Remarks made by The Honorable James A. Rhodes
Governor of Ohio, 1963 - 1970
upon receiving an AVA Citation

(See section on "AVA Awards and E.E.A.—SHIP's Citation.")

Permit me to thank you for this honor. It does not belong to the Governor of Ohio; it belongs to Byrl Shoemaker and the people who have been suppressed for some 25 to 30 years in the Buckeye State. And I say suppressed with a capital "S," for I know of no organization that is belittled and besmirched as much as vocational and technical education.

I want to recite some figures in Ohio. Out of every 100 young people entering the first grade, only 14 will graduate from college; therefore, 86 percent of the people in Ohio are on their own. Now, you may think that this is a strange figure, but some states have only nine and ten out of 100 graduating from college. With all the programs in existence, we have 40,000 dropouts. In the state of Ohio last June we graduated 105,000 students who have nothing to offer the labor market except a strong back and two strong arms.

In some areas we are still constructing college-oriented high schools where 50 percent on graduation night determine right then that they are not going to college, many because they cannot afford it. They have been denied their educational rights in the state of Ohio. We do not have equal education. Every boy and girl graduating from high school should have an alternative; each should have a diploma in one hand and a job in the other, or the option to go on to college. Those in higher education, however, practice intellectual snobbery. They look down upon vocational and technical education; they look down at every boy and every girl who has to work for a living.

Now we have two systems that I believe in some areas happen to be antiquated and obsolete. One is welfare. The welfare system as we know it costs more than the educational system today, but is antiquated and obsolete, because for 36 years we've been giving handouts and doles instead of job training and job education.

Secondly, education itself is antiquated. For 100 years we've offered a general course which leads to general unemployment. When superintendents can stand up in your communities and tell parents that we have a system that will provide education for every student, and that every boy or girl who does not want to go to college can get a job, you can get all the money you need from taxpayers in your respective cities. This has happened in Cleveland, Ohio, and it will happen in other cities. The salvation of education from the taxpayer's standpoint lies with you people here tonight. You are doing the great work in America, and I know hardships, obstacles, and hazardous conditions have been placed before you by people in higher places. Now we have broken that Gordian Knot in Ohio. We have battled the Federal Government in order to strengthen the educational system of the state.

At present the most exciting feature of the educational system we have in Ohio is vocational and technical education. We have many people here from Ohio, and they deserve the credit, not the governor. They have worked diligently and sincerely with no other purpose than doing something for boys and girls.

The greatest blight on the dignity and decency of any man in the state of Ohio is unemployment, and all people on welfare are victims of the educational system. And let me say something in defense of the dropouts from the system—we have 40,000 in Ohio—I will say that the finest 40,000 young people we have in Ohio happen to be dropouts. However, the educators on the higher level have led us to believe that 40,000 young Ohioans have turned their backs on society, on civilization, and on education. Nothing could be so far from the truth. These youth found out one thing: that the present educational system is not meaningful to them.

Let me describe a typical situation in Ohio. A boy whose father is deceased wishes to help his family to get ahead. He wants a job at the age of 16, when he can stop going to school. So in school they tell him not to take a foreign language. If he has to, he can take Spanish since it's the "easiest." The boy jumps up in class and says, "I don't want to go to Spain." This is inside protest, which we don't allow: this is inside academic dissent we don't want. This boy's "no good" immediately because he's against the establishment. He wants a job. Little arguments ensue, and finally the matter is taken to the superintendent. They have just the place for him, a system 89 years old: manual training.

For the first three months he's going to build a bird box. In the neighborhood he comes from he hasn't seen a robin in nine years. Next he'll build a hat rack for Aunt Nettie, and she hasn't had a hat on since Confirmation; or a shoe shine box for Uncle Ned, and he hasn't had his shoes shined since he got them from Thom McAn.

We're trying to measure the dexterity of that boy's hands in manual training, because 89 years ago everything in New Orleans was made of wood; carpentry was a leading industry. This, however, is the technical age, and we're asking the educators in higher education to wake up before a decadent society is created in America that no one will be able to cope with. We have a double standard of education: we don't really have ghettos in America; we have areas of high rates of unemployment, and the lowest form of education in America exists in those neighborhoods. We're not supposed to rock the boat, yet we can't save those people unless we give them an opportunity.

I've been in office eight years. The Constitution says that I cannot run again. But as an avocation I'm going to organize a vocational and technical research council. We're going to appeal to industry because when they know the cost of production of getting trained people they're going to pitch in and help. We're going to go to the National Association of Manufacturers. We're going to write to every governor. We're going to write to the senators and the congressmen. There's no reason why we should be giving $14 for higher education and only $1 for the education of 10 million young people who most need an education.

You're few in number and many are holding their hands on your head—they don't want you to grow up. They don't want you to rock the boat.

You may be small in number, small in size, but you have a cause and you have principles and you have a purpose. You are trying to do something for human beings, young people—you're trying to get them a job; you're trying to make useful citizens; you're trying to build, construct, and cultivate the best of America.

Greetings

David Colburn, President, High School Division, DECA

First of all, I'd like to express my sincere appreciation to the AVA for making it possible for the Distributive Education Clubs of America (DECA) to enjoy the privilege of sharing the spotlight on tonight's occasion. May I also add that I have only five minutes to inform, enlighten, motivate, and "turn on" almost 8,000 people in attendance here at this conference, "turn on" 8,000 people to one of the greatest movements that will make the decade of the seventies a most historic one.—something to remember.

DECA, of course, has many sister organizations. There's VICA, FFA, FHA, FBLA, and others. But primarily, I would like to talk to you about the values of all vocational youth organizations in this country.

I think we all agree that each of the various instructional programs, such as distributive education, provides the avenues for skill development; and do you know that every single human being in this entire world has a skill of some type? There are numerous avenues available by way of these instructional programs for the various skill developments an individual may wish to explore. Certainly large amounts of money have gone into the funding and creation of technical education centers, area vocational centers, industrial trade schools and the like, and may I assert that this has been a wise investment on the part of our government. But I only wish that I could influence and encourage our friends at the policy-making level to understand somehow the fact that if vocational youth organizations are to exist—and I mean exist on a sound, functional level—ample funds must be provided.

Furthermore, if there is anyone who would wish to argue against the usefulness of vocational organizations, I am ready to stand up on behalf of every vocational youth organization in America, as I represent one of the greatest in existence today. Youth organization involvement provides the avenues for character development. Edwin Markham said it this way: "We are all blind until we see that in the human plan nothing is worth making unless it builds the man. Why build these cities glorious while man unbuilded goes. In vain we build the world unless the builder also grows."

You see, it takes more than skills to succeed in today's world. How about the ability to lead? If you want to see leadership exercised by decent American youth, get away from your television sets for awhile and look at what's really happening with today's young organizations. And not only is leadership needed, but also a sense of responsibility, because if you don't know where you are going, you are not likely to arrive.

What about the other important character-building values? How about "D" for desire? Know where you are going. How about "E" for enthusiasm? Want to get there. How about "C" for conviction? Stand up for what you believe is right and don't turn your back on life. And then "A" for action: do something when you do get there. So we have "D" for desire, "E" for enthusiasm, "C" for conviction, "A" for action—DECA, four important values. DECA: a very important youth organization—Distributive Education Clubs of America.

There is a tremendous need to provide opportunity for all vocational students to participate in vocational youth organizations. All should have this opportunity.

One thing I'm sure of is this: after the twenty-fifth Annual Leadership Conference of the Distributive Education Clubs of America, to be held in April '71 in San Antonio, Texas, some very important eyes and ears are going to be opened—opened to the fact that this country needs vocational youth organizations such as DECA to build character, to provide leadership, and to give hope and direction for this nation's future. Part of the future lies in your hands, you in the audience; after all, don't we so often hear that today's adults are setting the example for the youth?

If you truly do believe in today's youth, then you actually believe in America. And if you believe in America, then you will support the young people whom I am representing tonight in their endeavors. With your support for our organizations and with recognition of our efforts from all levels, you can rest assured as I do that America's future is full of hope and grace, a future well worth waiting for.

I thank you for this honor and privilege of being able to express our good will. Enjoy yourselves. Good night, and God bless you.

Vocational Education in a Pluralistic Society

Arnold R. Weber
Associate Director of the Office of Management and Budget
Executive Office of the President, Washington, D.C.
Formerly Assistant Secretary of Labor for Manpower

I am very glad to appear before you. Before I ascended to my present position, I was Assistant Secretary of Labor and Manpower and the natural enemy of vocational educators, or so I was led to believe, although it certainly didn't turn out that way. My constituency then was the Employment Security Agencies. When I would appear before vocational educators I always had to respond to criticisms of the Employment Service, and, of course, I would defend them with all the vigor I had. Now that I have moved to the Executive Office of the President, my situation has improved considerably. Everybody criticizes us.

I have learned, though, that one can ease one's way in public appearances by finding a basis for identification with the group before which one is appearing. In my case, of course, that's a little difficult. I'm from New York City, and vocational education didn't have the broad scope there at the time I grew up that it does now. I have, however, searched my background, I know you'll be pleased to know that my wife is a home economist. As a matter of fact, she taught and had her salary, as I recall, raised to $4,200 a year thanks to Smith-Hughes. She still retains some of her skills, and around our house we say that everything she makes might not taste good, but it looks lovely on the plate. A home economist proved to be a very wise choice, I want to say. And I hope each of my three boys also marries one.

I do have a serious message, and I think everybody has to differentiate his product: I think what you've gotten up to this point—and this is the tendency of such conventions—is a steady stream of supportive messages telling you how important you are and how well you are doing your job. Both of those observations are correct, but I also think both those observations do not preclude the occasion for, or necessity for, critical self-evaluation in order to develop your orientation in terms of contemporary circumstances.

Now the text of my message is very simple, and I do speak to you as somebody who spent his career as an educator. I was a college professor until it became a hazardous occupation. Then I came to Washington and, as Assistant Secretary of Labor for Manpower, had a primary interest in, and responsibility for, training programs.

In both those capacities I've had the opportunity to observe vocational education, so that I speak to you not only as a federal official but as a sympathetic observer—somebody who has had the opportunity to see what you have to offer and how you've served it up on the plate, to savor it, and to determine how both the service and the cooking might be improved.

My message to you is that vocational and technical education undoubtedly are essential ingredients of effective contemporary educational and manpower politics. However, for you to realize your potential and serve the vital role which you should, you have to adapt to changed circumstances and learn to interact with a whole range of institutions that weren't on the scene over 100 years ago when the Morrill Act was passed and established the principle of federal support of vocational education or even 50 years ago when Smith-Hughes was passed.

If you look back, you find from a vantage point such as mine that there has been federal involvement in vocational education over a hundred-year period. Indeed, federal involvement with and commitment to education from the very beginning was inextricably related to vocational education. Probably the most far-reaching piece of legislation in this area, as I indicated, was the Morrill Act, which provided for the establishment of land-grant. Most of these land-grant colleges had a vocational orientation initially, but over the years they have changed. They were affected in many ways by the demands of society and efforts to emulate European higher education. They moved away from the old A & M to the concept of the university, where education was not merely a vehicle to equip you for gainful employment or economic service to society, but also a vehicle to equip you for the quest for truth or knowledge through research or to enable you to become a more intelligent consumer of knowledge and literature and what society had to offer.

As the concept of higher education changed to encompass what we associate now with the university, another piece of legislation was passed to fill that gap—that was the Smith-Hughes Act of 1917. The Smith-Hughes Act established the basic structure of federal involvement in and support for vocational education; it survived intact, with the exception of a few amendments, until the passage of the Vocational Education Act of 1963 and the Amendments thereto in 1968. The support the Act gave was generally circumscribed by a grant-in-aid system, but it was a grant-in-aid system subject to minimal restraints or controls. Certainly, there was an Office of Education or its counterpart, but state administrators had wide latitude in the way they used funds received in response to their assessment of local needs. It's what we sometimes call sardonically in the Office of Management and Budget the "lay it on the stump and run" approach—that is, we provide the funds and trust to the wisdom and intelligence of local officials. The range of study and courses, however, were also fairly well layed out—initially in the areas of agriculture and home economics, to which were added trade and industry, and then distributive education. Program administration then was primarily on a state and local basis. There was provision for matching, and it was a period of limited growth and of the programmatic and administrative tranquillity which is associated with limited growth.

This situation started to change in 1960. During the late fifties and the decade of the sixties vocational education was subjected to great pressure, great strain and stress, great stimuli for change in response to changing circumstances as were all educational institutions. I would identify three sets of variables or factors which impinged upon vocational education at that time. First was the combination of Sputnik, national demographic trends, and the expression of national taste with respect to the desire for higher education.

The consequences of these developments was that it was higher education which was now the glamour area in the educational universe. Thus, if there was to be expanded federal aid to education, it was not going to be in the direction of vocational education—which was viewed as being in a rather steady state—but to higher education, to people who could build us the better mouse trap or the better astronautical delivery system to get that man on the moon, as indeed was done last year.

The second factor which put great pressure on vocational education was the direction of labor market trends. At the end of the fifties and through the early sixties we entered what we can now call, in retrospect, the Great Automation Scare. Those of you who read the literature then, as I did when I was in the university, will recollect that we were in a period of less than full employment, and people were casting around for explanations of the situation. They tended to associate it with a new surge of technological change designated as automation. All sorts of auguries of the future were conjured up so that, if one would listen to the fantasies that were vended at that time, certainly by no later than 1972 the economy would comprise one worker with a hyperactive index finger who would push a button and out would come a trillion dollars worth of goods and services—untouched by human hands—while we all queued at the end of the machine. Well, it's clear that those fantasies won't be realized, indeed; more people are employed in more jobs—82 million of them—than ever before.

But it is true that technological change and change in consumer taste have achieved or caused a drastic restructuring of the labor force. Today, primary employment in the American labor force is in the white collar and professional and technical category. Employment in agriculture declined from approximately 17 percent in 1946 to about 4 percent today, although we are producing more as a result of technological change. Similarly, there has been a shift away from manufacturing and blue collar industries, to the so-called "service industries," government financed trade, and what have you. These shifts in the structure of the labor force, associated with the change in industrial structure and with the changes in technology, clearly raised questions in the minds of many observers concerning the relevance of vocational education, giving rise to the myths of the bread box, the bird house, the tie rack. When I took shop in junior high school I made a tie rack, I remember very proudly. And I learned a little about wood and I learned to keep my thumb out of the plane. But I didn't learn much more. So they were serious questions that were raised during the sixties concerning the relevance of vocational education in providing those skills that were needed in an economy characterized by dynamic upgrading.

Thirdly, there was the development of large-scale manpower programs. Now, these manpower programs were triggered by the concern over automation to which I just alluded, and by the civil rights revolution which became manifest in this country in 1964. These two forces had a great impact on the Congress and on the capacity and willingness of the Congress to commit federal funds to what we designate as manpower training, which is really vocational education in one form or another. So, you can say that the year one A.D., with respect to manpower training, was 1962. The appropriations for training programs independent of the employment service in 1962 were $10 million. In fiscal 1970, it was $1.85 billion. Now those dollars only incidently went to the established institution with the historical expertise and claim on those resources—vocational education which was in one component—the institutional training component of the Manpower Development and Training Act. But beyond that there was a proliferation of programs and a proliferation of agencies.

In fact then, what we saw was a massive commitment to the concept of training as an instrument of economic and social policy, but by and large it passed you by. That's a hard but realistic fact, you know, and is not a judgment of the merits of it. In fact, it happened, and money flowed to exotic organizations like the Community Action Agency—in many instances the Employment Service—and to other groups like Opportunities Industrial Corporation, which many of you have in your communities. So what we saw during the sixties, it seems to me, was vocational education as a set of programs, as a concept, as an institution. It was attacked because people alleged—in many instances, unfairly and in some instances correctly—that it was not relevant to the needs of a modern educational system or a modern labor market. At the same time the resources needed to make it relevant were unavailable because it was cut out of the increase in resources that was associated with the Congressional commitment to manpower programs.

The reaction of vocational education during the period of the sixties when this was happening was, in a way, a rather classic reaction. The first thing that was done was to reassert vocational education's jurisdiction by statute because what is seen in writing must be true, and what is in a statute not only must be true but must be adhered to. So in the mid-sixties we saw the amendment to the Manpower Development and Training Act, Section 241, which provided for or mandated in the development and administration of manpower programs the use of skill centers. Of course, skill centers were those adult training centers that were established and run by local vocational education systems.

Now, it is true that that sort of helped nail you into the system and establish a claim where you really didn't have it before. But also, as all of you know who have been associated with government in one way or another: it created a challenge to bureaucrats in other bureaucracies who didn't want to use you. There must be 2,000 reasons that can be developed by local program sponsors for not using skill centers, and I've read every one of them, particularly with respect to the JOBS program.

The second response was to expand the scope of your interests and jurisdiction in vocational education so that it would be more closely integrated with where the action was—training the so-called "disadvantaged"—because that's where Congress was willing to put money, and because it would establish a competitive claim on the part of vocational education relative to Community Action Agencies, relative to the employment service, relative to state welfare agencies under the Work Incentive Program. This came in 1963, and more specifically in the Amendments of 1968 which said that the vocational education system was responsible for the development of programs that would adequately serve the disadvantaged. Although this charter reflected a capacity and willingness on the part of the vocational education establishment to change, it was really too late because $1 billion of that training money was now funded through the Economic Opportunity Act and the C.A.A.'s had built up their own constituencies. Similarly, other significant parts of manpower training programs were funded through the employment service or other agencies, and they had their constituencies. Thus, there is considerable justification for the complaints that the Vocational Education Act, once it got beyond the construction of facilities, was really underfunded. For example, I was responsible for the Job Corps, and when I'd appear before a Congressional Committee I was asked by various Congressmen what I was doing running a Job Corps, which is really a residential vocational training institution for which there's a provision in the Vocational Education Act of 63, as amended in 68. Well, the reason I was running it was because the Congress said there should be such a program called the Job Corps and that the Department of Labor should run it, because, apparently, they didn't have the confidence in or didn't want to give it to vocational education when it was started in 1964.

So, what I'm saying to you is that the history of vocational education has been such that it's always been inextricably related to federal support, and indeed, for many years it was the main line of federal support. However, in the recent past it tended to be moved out of the action: moved out of the claim to primary or major segments of total resources going to what you can generally identify as vocational education, because of the factors which caused the Congress' interest in expanded vocational education in the first place and to some extent because of its unwillingness or incapacity to change.

This trend started to change in 1969 when the President sent up to the Congress a proposed Comprehensive Manpower Act. The Act presumed to pull together all the categorical programs that had been established in the manpower area. We also tried, in a very direct way, to give a central role to the vocational education group. First, we included in our draft bill a strong purchase of service clause which said that any prime sponsor setting a training program had to give priority to established institutions, i.e., vocational education institutions. Secondly, we made sure that the states were built into the planning process. Now this was important because we knew that vocational educators tend to have large influence at the state level but might not have as great influence at the local level. Thirdly, when the plans came up for approval and funding at the federal level, HEW was to approve the vocational education plan, and not the Department of Labor.

It was an exciting bill. It was and is a bill that you can understand and I can understand. I don't think readers of the Sunday supplement can understand it, because what it provided for was flexible funding and the shift of power and resources away from the Federal Government for the first time in the modern history of this Republic. We brought the funding down to the state level, as much as 80 percent of that $1.9 billion, and we were going to say, "We used to control its disposition—now you control it, because we don't believe we can expect you to do the job unless we give you the resources."

What happened with this bill? We tried to put together a coalition which was responsive to the world as it was in 1969. We couldn't say, "Let's forget C.A.A.'s," "let's forget mayors." They're a political reality, and indeed, they have some major contribution to make. But, of course, in making this accommodation we couldn't satisfy everyone. What happened was that the governors although they thought it was acceptable did not really give their support. The Employment Service thought certain parts of it were all right, but not enough to support. Vocational education and the AVA supported it, but in a very *sotto voce* manner. Indeed it was certainly difficult to identify the position of the AVA, especially as related to statements from specific units and sub-groups of this organization around the country. The only groups that supported that piece of legislation aggressively were the Conference of Mayors and the League of Cities. Now a bill is coming out of Congress—out of conference in the Congress. That bill was not what we introduced; it's not what you wanted. In effect, the fellows who walk away with the influence and control over resources are local mayors who can be established as prime sponsors and will then purchase services—sometimes from you, but sometimes from other organizations.

Now, it will be interesting to see how that bill comes out. As I left Washington, one of our concerns was that they were adding a $750-million authorization for so-called "public service employment," which is really subsidized employment in the public sector with very limited training input. Under that program, vocational educators can't play their proper role. More to the point, when it comes to funding the Vocational Education Act of 1963 as amended in 1968, certain sums of the money that otherwise would be allocated to vocational education undoubtedly will be diverted to other sorts of programs, which is politically the greatest thing since homogenized peanut butter. It's going to be a sure-fire seller if that bill passes.

What lessons can be derived from this experience, and what has to be done to insure the role that vocational education should have in education and social developments? I really didn't come here to scold you; my comments are meant to be constructive and helpful and I'm not going to tick off the litany of criticisms that outsiders generally make. However, it seems to me that there are certain guides—certain principles or standards—that you, as leaders in your profession, leaders in your community, should or may want to keep in mind as you go about your duties between now and your next convention.

First, I think it's important for vocational educators to recognize that vocational education exists in a pluralistic society, in a pluralistic labor market. The acquisition of skills in any modern industrial society was never the exclusive province of one particular form of pedagogy. There's formal vocational education, there are apprenticeship programs, there are on-the-job training programs, there are coupled programs, and there are as many brilliant permutations as you could develop. My only point is that you have to recognize the scope of the labor market; the process of skill acquisition takes place in many forms and under many institutional arrangements, so that you can't exert an exclusive claim on everything that bears the label "training" or "education." In fact, what you have to do is to better identify your comparative advantage and how you can make your contributions to other modes of training which fall out of the formal educational system.

Secondly, I think that this means that vocational education—and my friends in the employment service—will have to learn to share the action in this area with other institutions. I think you should all recognize that vocational education in this country is no longer merely a matter of education, *a la* Smith-Hughes. It's big social policy and big educational policy and big economic policy. That is, when we talk about what should be done about increased unemployment, one of the first things we look at is training, not merely as an educational vehicle, but as an instrument of economic policy. We look at the welfare problem and we say, "How can we solve and even attempt to solve this excruciating and burdensome problem and system that we have before us today?" One answer tends to be "training" or "vocational education," but you cannot think of vocational education "as an island unto itself." Indeed, vocational education, is part of a wide range of social and economic action, and it must share the stage and learn to interact and engage in constructive dialogue with the other actors.

Thirdly, it seems to me that vocational education must strengthen the linkage between the labor market employment, and formal curriculum. Too often there's sort of an unreality to it. There was one small town in New York, which shall remain unnamed, in which we had funded for eight consecutive years licensed practical nurse training programs, at an aggregate cost of over $2 million. That town had to be comprised of half the people who were sick and half the people who were taking care of them. Just think what that $2 million could have done for that community if it had been used in terms of developing an institutional framework for training people for occupations other than that of licensed practical nurse. This is not to deny the importance of the LPN program, but it isn't the exclusive component in the labor market and has certain limitations as to characteristics of those who participate. Fortunately, you have to give self-conscious consideration to the questions, Who are you?, Where do you want to go? and What do you want to do when you get there? Instead of merely responding to the availability of resources, you should rather define your role based on what you can do best, and, as far as the Federal Government is concerned, resources inevitably will flow in that direction.

It is my feeling that the development of community colleges provides an excellent opportunity for vocational educators to develop a new sense of identity and a new focus away from that notion that vocational education is lesser education, and to further develop forms of education that provide solid academic components as well as a bridge to useful employment in the labor market. Be that as it may, a problem getting your message across to those who want to listen is the problem of your identification of what you want.

Finally, all institutions have to develop self-consciously the capability and the willingness to adapt. Clearly the previous administration in many of its programs adopted the policy, and this is an academic judgment, that the way you solve and respond to many of the problems that beset us is by overlooking the existing institutions and creating new institutions which are competitive, which will shock, and which will create tensions among the established institutions. Probably that was a good thing, but, in my judgment, it was clearly overdone. What this Administration has adopted as its policy in the new federalism, what it's offered in manpower, and what it's offered in other areas is the inestimably more difficult course: not building new gleaming cities, social Phoenixes from the ashes of past ruins, but conserving what's good about established institutions while giving them incentives to change.

I submit to you that that's the more challenging task. Anybody could set up a new community action agency, but try asking them what it means to engage in constructive training. Anybody could set up a new corporation which sells training services, but this liquidates 100 years of competence that we already possess in the vocational education establishment. So what we've done and will continue to do, as reflected in the President's statements, is continue our commitment to the constructive reform of those institutions which have served us well and should continue to serve us well in the future. High on that list of critical institutions that we want to see change and institutionalize the capacity to change is vocational education and vocational technical education.

You people have a special responsibility. You're the one educational institution that consciously constitutes a link between the school and the world of work, that moves young people into the area of adult responsibility. You're the one institution that's responsible for conveying the dignity of craftsmenship and high standards of work; you've done that and you've done it well.

The other challenges I raised with you, not because I don't think you will succeed in overcoming them, but because I know in the fullness of time you can succeed, and your success will be subject not only to federal generosity, but to your own sense of mission. I wish you well.

AVA AWARDS
AND
E.E.A.—SHIP'S CITATION

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CITATION AWARDS

Conferred upon individuals who have aided significantly in the development and progress of vocational-technical and/or practical arts education—with emphasis on contributions of national importance.

The Honorable Russell W. Peterson
Governor of Delaware

Perhaps no governor of any state at any time has given such high priority to the cause of vocational education in his state and has sponsored so many bills to expand and strengthen vocational education programs in his state as has Governor Peterson. During his administration, which continues until 1973, laws have been enacted which provide for vocational education in all school districts, summer programs and in-service training of vocational educators, and state support of vocational youth organizations.

His interest and leadership have been extented to all other states through his chairmanship of the Education Commission of the States, an arm of the National Conference of Governors. Through this body he has effectively persuaded governors of other states to support vocational education through legislation and other means.

Governor Peterson, a native of Wisconsin, earned bachelor and doctoral degrees from the University of Wisconsin. He is a member of Phi Beta Kappa and Sigma Xi honorary fraternities.

Before entering the political arena in his adopted state, he was a leader of the Three-States Citizens Council, a director of the Greater Wilmington Development Council, a director of the Correctional Council of Delaware, president of the Wilmington Kiwanis Club, and was active in many other state and local organizations.

The Honorable James A. Rhodes
Governor of Ohio 1963-70

Mr. Rhodes' long career as a public servant to the city of Columbus and the state of Ohio, as auditor, mayor, education board member, and Governor, has been characterized by his strong interest in youth and especially by his vigorous support of vocational education.

During his two terms as Governor, vocational and technical education in Ohio was expanded as never before, with new training centers, para-professional training and special programs for disadvantaged youth in inner cities, all stemming from a master plan for vocational education to serve youths and adults of all ability levels in accordance with the needs of business and industry.

Governor Rhodes articulated his philosophy and experience in a book on vocational education, *Alternative to a Decadent Society,* and through speeches throughout Ohio and in many other states. His fellow governors and many educators have paid tribute to his national leadership in rallying support for training for work. The Ohio Vocational Association named him as its "Man of the Year" in 1967, and he has received honorary degrees from 11 universities in Ohio, including his alma mater, Ohio State University.

He has been president of the Amateur Athletic Union on two occasions, was a founder of the Pan American Games, and he has also been active in many other athletic organizations.

SERVICE AWARDS

Given to professional vocational educators in recognition of outstanding work over a period of years.

Melvin L. Barlow
Chairman, Division of Vocational Education,
University of California, Los Angeles

"He towers among the all-time great leaders of vocational education." This is one of many glowing appraisals of Dr. Barlow by his professional associates.

As a teacher, counselor, speaker, author, editor, historian, his contributions to vocational education over more than a quarter century have had national, even international, influence. He served on advisory committees named by Presidents Kennedy and Johnson; he was consulted by Congress on the 1968 Amendments to the Vocational Education Act; his 1967 book *History of Industrial Education in the United States* is considered the definitive work on the subject.

Governors, state superintendents of education, state and national associations of educators have sought his counsel and his inspiration, as consultant and speaker. In 1968 he was consultant to the Ministry of Education in Turkey.

He was president of the National Association of Industrial Teacher Educators in 1956-7, has been chairman of the AVA committee on public information and has served as a member of the educational television committee.

A native of Oklahoma, Dr. Barlow received bachelor and masters degrees in engineering and physics at the University of Southern California and a doctorate in education from the University of California.

T. Carl Brown
State Coordinator of Cooperative Education and
Chief Consultant in Distributive Education,
North Carolina Department of Education, Raleigh

A pioneer in distributive education in North Carolina and in the nation, beginning in 1939, "T. Carl" has fostered cooperative relations between education and business throughout a busy lifetime. He helped to organize the National Association of State Supervisors of Distributive Education in 1946, the Distributive Education Clubs of America a year later, and the National Management Development Council for Distributive Education in 1968.

As a member of the AVA Legislative Committee in 1948, he was instrumental in drafting the George-Barden Act which gave official recognition and financial support to training in distributive education, and he was a member of the same committee when it helped establish guidelines for the Vocational Education Act of 1963.

He has contributed numerous articles to the AMERICAN VOCATIONAL JOURNAL and other professional publications, has addressed many state vocational association meetings outside his home state and many organizations of business men in North Carolina.

He has served on the advisory council of the North Carolina Vocational Association since 1939, and he was vice president of the Distributive Education Division of AVA and a member of the AVA Board.

Mr. Brown is a native of North Carolina and received his academic training at Mars Hill Junior College, Wake Forest University, University of North Carolina, and New York University.

David W. Berryman
Director of Vocational, Industrial and Technical Education,
Springfield, Missouri

One man can make a difference in a community. In the process of bringing about that difference, he influences his school, his students, and people outside, including some in high places. His fellow townsmen, his fellow teachers testified to these things in their nomination of Mr. Berryman. So did United States Senators and Congressmen.

When he was named to his position in the Springfield Public Schools in 1958, Mr. Berryman brought with him 17 years of experience in the Poplar Bluff school system and a record of active participation in the Missouri Vocational Association, including a term as president in 1954.

In Springfield he established an apprenticeship program in tool and die making, initiated a health occupations program, and expanded trade and technical training. Soon the system had a vocational-technical school. The existence of facilities and strong training programs, for youth and adults, helped attract new industry to Springfield. One corporation spokesman reports, "Thousands of assembly operators, repairmen, testers and middle managers have been subjected to courses in Berryman's institution. The results have been exemplary."

Mr. Berryman holds degrees from Westminister College and the University of Missouri.

Rachel Marley
Vocational Homemaking Teacher,
Mart High School, Mart, Texas

A teacher of young people and a leader of teachers. That has been Miss Marley's professional life since 1938, and she has declined all opportunities for any other career. Her fellow teachers in Texas nominated her for an Outstanding Service Award "to honor a truly master teacher who has unselfishly given much beyond the call of duty to her profession and the cause of vocational education in this nation."

After ten years of teaching vocational homemaking in three different school systems in the state, Gorman, Port Arthur, and Reisel, Miss Marley moved to Mart (1970 pop. 2,125) in 1949 and has taught there ever since. The state organization of Future Homemakers of America awarded her its honorary degree in 1952.

In 1963 she led the effort to organize the state Vocational Home Economics Teachers Association, and was elected president in each of the first three years, during which the membership grew to become largest of the state associations, with each member also a member of AVA and of the National Association of Vocational Home Economics Teachers. She was chosen chairman of NAVHET for the year 1967-8 and she fostered active participation in the national meeting by college student members.

Miss Marley holds B.S. and M.S. degrees in education, and has studied at Sam Houston State Teachers College, Colorado A&M, North Texas State University, Texas Woman's University, and Baylor University.

MERIT AWARDS

Presented to individuals or organizations—not engaged in education on a professional basis—who have contributed significantly to the success of any phase of vocational-technical and/or practical arts education.

The Society of the Plastics Industry, Inc.
New York, N.Y.

From the beginning of vocational education, students have been taught the skills of working with wood and with metals of many kinds, but plastics have entered into American life so recently, in so many diverse forms, and their use has expanded so rapidly that vocational training in plastics has lagged behind, and the need for skilled workers far exceeds the supply.

The Society of the Plastics Industry, which represents all the manufacturers and most processors of plastics, recognized the need for more training and organized the Plastics Education Committee, composed of representatives from industry and from education at both the secondary and postsecondary levels.

A nationwide manpower survey confirmed the need for trained personnel in the plastics field. Results of the survey were disseminated to more than 60,000 schools and to AVA members at the national convention. Under the leadership of the Society, several member companies have provided money, materials and equipment for training programs in schools located in many parts of the United States.

Recently the Society established a new arm, the Plastics Education Foundation, dedicated to improving cooperation between the plastics industry and vocational educators, with a full-time staff member to implement the program.

Jack Hawkins
General Manager, Sears, Roebuck and Co.,
Little Rock, Arkansas

A store manager who wonders what he might do to help young people in vocational education will find a wealth of answers in Mr. Hawkins' record:

—Make your store a training station for students in distributive education. Sears in Little Rock has one to 18 youths in work-training at any time.

—Let students borrow cash registers, display cases, mannequins and other equipment for classwork or demonstrations.

—Pay for a newspaper ad describing distributive education. Mr. Hawkins bought a full page.

—Sponsor a swine show for FFA.

—Provide a meeting place and a luncheon for girls and advisers in the State Executive Council of Future Homemakers.

—Serve as member or chairman of an advisory committee on distributive education. Mr. Hawkins has done this for eight years.

—Participate in the National Leadership Conference of FFA.

These and other contributions were cited by vocational education professionals who nominated Mr. Hawkins for an Award of Merit. Mr. Hawkins has been president of the Arkansas Council of Retail Merchants, Downtown Little Rock Kiwanis Club, Pulaski County Better Business Bureau, and the Arkansas Chain Store Council.

E.E.A.—SHIP'S CITATION

Robert M. Worthington, Assistant Commissioner of Vocational-Technical Education in New Jersey, received the Ship's Citation of the Educational Exhibitors' Association in recognition of his "many outstanding and distinguished contributions to vocational and practical arts education on the local, state and national levels."

Under Dr. Worthington's leadership, the vocational education program in New Jersey has been greatly broadened in concept and scope.

Beyond the boundaries of New Jersey, Dr. Worthington has worked as a consultant on vocational and industrial education in more than 20 states. He is now serving on both the National Advisory Council on Vocational Education and the National Advisory Board on Consumer Education.

He taught machine shop and drafting in St. Paul, Minn., and then taught at the college level while completing the requirements at the University of Minnesota for both his M.A. degree in industrial education and Ph.D. degree in education.

Dr. Worthington has written numerous articles in professional and technical journals and has been editor of ***The Journal of Industrial Technical Teacher Education.*** He has also co-authored textbooks in industrial education, and he has been an officer of several professional organizations.

HOUSE OF DELEGATES

The House of Delegates of the American Vocational Association convened in the Presidential Salon of the Jung Hotel, New Orleans, Louisiana, at 10:30 A.M., December 9, 1970, President C. Thomas Olivo presiding.

President Olivo announced that Thomas L. Devin, Dumas, Texas, would serve as Parliamentarian, and that Micah Naftalin, General Counsel of AVA, would advise on legal and technical questions.

President Olivo requested Executive Director Burkett to call the roll of states. Preceding the roll call, Executive Director Burkett read that part of the AVA Bylaws relating to the House of Delegates. The number of delegates eligible from each state in accordance with the AVA Bylaws and the number present were as follows:

State	*Number of Delegates*	
	Eligible	*Present*
Alabama	17	17
Alaska	0	0
Arizona	4	4
Arkansas	10	10
California	12	8
Colorado	4	4
Connecticut	4	4
Delaware	1	0
District of Columbia	2	1
Florida	11	11
Georgia	24	24
Hawaii	0	0
Idaho	2	2
Illinois	18	18
Indiana	9	9
Iowa	10	10
Kansas	6	6
Kentucky	12	12
Louisiana	9	9
Maine	1	0
Maryland	3	2
Massachusetts	10	4
Michigan	4	2
Minnesota	15	15
Mississippi	7	6
Missouri	10	10
Montana	2	2
Nebraska	5	3
Nevada	1	0
New Hampshire	1	0
New Jersey	6	6
New Mexico	3	3
New York	10	10
North Carolina	26	26
North Dakota	4	3
Ohio	23	23
Oklahoma	15	15
Oregon	3	3
Pennsylvania	9	9

State	*Number of Delegates*	
	Eligible	*Present*
Rhode Island	0	0
South Carolina	12	11
South Dakota	2	2
Tennessee	15	15
Texas	25	25
Utah	3	3
Vermont	1	1
Virginia	18	18
Washington	8	8
West Virginia	4	4
Wisconsin	16	16
Wyoming	2	2
Guam	0	0
Philippines	0	0
Puerto Rico	8	8
Virgin Islands	1	1
TOTAL	428	405

President Olivo asked those in attendance to rise in silent prayer to pay tribute to those AVA members who passed away during the year.

President Olivo identified some procedures the Chair would follow in conducting the meeting:

1. Delegates recognized from the floor should give full name and state.
2. Unless a motion is very clear at the time the question is called, the Chair will request the secretary to restate the motion.
3. The Chair will follow the agenda as printed in the Convention Program.
4. According to AVA Bylaws, the ***Robert's Rules of Order*** will be followed.

Minutes of Last Meeting

It was moved by Delegate Todd Sagraves, Connecticut, and seconded by Delegate William Hunter, North Carolina, that the House of Delegates dispense with the reading of the minutes of the meeting, December 10, 1969, Boston, Massachusetts, and that they be approved as presented. Motion carried.

Executive Director's Report

President Olivo called on Executive Director Burkett for his annual report to the House of Delegates. (See Section A at end of House of Delegates minutes.)

Treasurer and Auditor's Report

President Olivo asked Ruth S. Backus, AVA Treasurer, to give the financial report. (See Section B at end of House of Delegates minutes.)

C. D. Hutchinson, Chairman of the Audit Review Committee, presented his report to the delegates. (See Section C at end of House of Delegates minutes.)

It was moved by Delegate John L. Lewis, South Carolina, and seconded by Delegate Iliff Leu, Iowa, that the Financial Report and the Audit Review Committee Report be approved as presented. Motion carried.

Resolutions-Program of Work Committee Report

President Olivo called on David Bland, Chairman, Resolutions-Program of Work Committee. He presented the report on the AVA Program of Work. (The Program of Work and Policy Resolutions are carried in the section which follows the House of Delegates report.)

Resolutions

At this time David Bland reviewed the Resolutions with the Delegates. It was agreed by general consent that the title of each Resolution would be read, the intent of the resolution identified, and the resolves read to the Delegates:

Resolution No. 1—Women in the World of Work

It was moved by Delegate David Bland and seconded by Delegate Dorothy Chambers, Alabama, that Resolution No. 1 be approved. Motion carried.

Resolution No. 2—National Vocational Education Week

It was moved by Delegate David Bland and seconded by Delegate Alice Hill, Florida, that Resolution No. 2 be approved. Motion carried.

Resolution No. 3—Professional Experience and Service in the AVA Office

It was moved by Delegate David Bland and seconded by Delegate Bernard Nye, Ohio, that Resolution No. 3 be approved. Motion carried.

Resolution No. 4—Timing of Education Appropriations

It was moved by Delegate David Bland and seconded by Delegate Anne McCarthy, New York, that Resolution No. 4 be approved. Motion carried.

Resolution No. 5—Feasibility Study of the Conversion to the Metric System

It was moved by Delegate David Bland and seconded by Delegate Ray Doane, Connecticut, that Resolution No. 5 be approved. Motion carried.

At this time Delegate Paul Day, Minnesota, proposed that in the interest of saving time that the remaining Resolutions be reviewed and if any amendments or questions are proposed they can be acted upon at the conclusion.

It was moved by Delegate Bill Harrison, Oklahoma, and seconded by Harry Schmidt, Minnesota, that the remaining Resulutions be considered according to Delegate Paul Day's proposal. Motion carried.

Resolution No. 6—Professional Development in Vocational and Technical Education

No amendments offered.

Resolution No. 7—Leadership Development

No amendments offered.

Resolution No. 8—Day Care Centers

No amendments offered.

Resolution No. 9—Role of Industrial Arts in Career Development

No amendments offered.

Resolution No. 10—Career Development and Guidance Program Priority

No amendments offered.

Resolution No. 11—Teacher Certification

No amendments offered.

Resolution No. 12—Comprehensive Manpower Act of 1970

It was moved by Delegate Dan Dunham, Oregon, and seconded by Delegate Margaret Barkley, Arizona, that Resolution No. 12 be amended (last paragraph) and insert between "members" and "necessary" the words "as identified in the Act."

Resolution No. 13—Block Grant Proposals

No amendments offered.

Resolution No. 14—Legislation in Support of Postsecondary Career Education

No amendments offered.

Resolution No. 15—Intent, Purposes, and Funding Provisions for Research in the 1968 Amendments

No amendments offered.

Resolution No. 16—Representation by Youth on National Advisory Council for Vocational Education

No amendments offered.

Resolution No. 17—The Extension of the Expiring Sections of the Vocational Education Amendments of 1968

No amendments offered.

It was moved by Delegate David Bland and seconded by Delegate John Walsh, Minnesota, that Resolutions Nos. 6 thru 17 be approved as amended. Motion carried.

It was moved by Delegate Bill Jeffrey, Kentucky, and seconded by Tony Wesolowski, Indiana, that the House of Delegates commend the Resolutions-Program of Work Committee and the AVA Staff for their efforts in providing the resolutions to the Delegates before the meeting convened. Motion carried.

David Bland stated that the Resolutions-Program of Work Committee had received many resolutions during its deliberations. Many of the resolutions were identified as operational matters and consequently turned over to the AVA Board of Directors for consideration.

Bylaws Revision

President Olivo called on Ralph Bender, Chairman of the Constitution Committee to give his report. (See Section D at end of House of Delegates minutes.)

Ralph Bender requested the delegates to act upon the proposed amendment to the Bylaws regarding changing the nominating committee to *one* member from each division rather than *two*.

It was moved by Delegate Dan Dunham, Oregon, and seconded by Delegate Robert Huey, Ohio, that the AVA Bylaws, Section VIII, B(1), be amended to read "Each vice president shall submit names for membership on the Nominating Committee, and the Board of Directors as a whole shall appoint a Nominating Committee consisting of one member representing each division having a vice president." Motion carried.

It was the recommendation of the Constitution Committee, after deliberations with the COASTA officers, that the proposed amendment as printed in the AV JOURNAL regarding membership in COASTA should be revised.

It was moved by Delegate John Scott, Iowa, and seconded by Delegate Bill Tappe, Florida, that the revised amendment be considered. Motion carried.

Delegate Louise Liddell, President of COASTA, stated that the amendment to the proposed amendment had been discussed and approved by the membership of COASTA.

It was moved by Delegate Dan Dunham, Oregon, and seconded by Delegate Louise Zgut, Colorado, that the AVA Bylaws, Section IV, B(2), be amended to read "Membership is made up of elected and appointed officers of affiliated state and territorial associations of the AVA. However, nothing herein shall preclude such member, once elected to serve as an officer of COASTA, from serving the full term of said COASTA office." Motion carried.

Nominating Committee Report

President Olivo called on Paul Day, Chairman of the Nominating Committee, for his report to the delegates. (See Section E at end of House of Delegates minutes.)

It was moved by Delegate Paul Day, Minnesota, and seconded by Delegate Robert Reese, Ohio, that the Nominating Committee Report be approved by the House of Delegates. Motion carried.

Nominations for President

President Olivo advised the delegates that before a name can be placed on the official ballot each nominee must be approved by a majority vote. The Chair also ruled that a motion to close nominations will not be in order until the Chair has asked *twice* for further nominations from the floor.

President Olivo asked for nominations from the floor for President of the AVA.

Delegate James Geeter, Texas, stated he would like to place the name of Edith Patterson, Texas, on the ballot for the office of President of AVA.

President Olivo asked the delegates twice if there were any other nominations from the floor. There were none.

> *It was moved* by Delegate Todd Sagraves, Connecticut, and seconded by Delegate Joe Pentecost, Tennessee, that nominations be closed. Motion carried.

President Olivo asked if there were any seconding speeches for Edith Patterson. The following delegates made brief statements endorsing the nomination of Mrs. Patterson: James Geeter, Texas; Ross Brown, Indiana; Cal Farmer, California.

After the seconding speeches were made,

> *It was moved* by Delegate John Scott, Iowa, and seconded by T. A. Jackson, South Carolina, that debate be closed and proceed with the voting. Motion carried.

Delegate Myrtle Stogner, North Carolina, requested a four-minute caucus before proceeding with the voting.

The Chairman declared a four-minute recess.

Following the recess Delegate John Scott, Iowa, called for a roll call vote.

President Olivo requested Executive Director Burkett to call the roll.

President Olivo announced the tally as follows: 173 (yes); 187 (no).

Edith Patterson's name will not be placed on the ballot.

The two nominees for AVA President, T. Carl Brown, North Carolina, and Mildred Jackson, Georgia, made brief statements to the delegation. The four new AVA Vice Presidents, who had been elected during the divisional business meetings Tuesday, December 8, were introduced to the delegation by President Olivo:

Business & Office—John Rowe, North Dakota
Home Economics—Ruth Stovall, Alabama
New & Related Services—John Coster, North Carolina
Trade & Industrial—Joe Mills, Florida

There being no other business to come before the House of Delegates, President Olivo declared the meeting adjourned at 12:45 P.M.

Section A—Report of AVA Executive Director

It is indeed a real pleasure for me to have this opportunity to come before this body to report on some of the activities of the Association.

It is impossible for me to report on all of the things that have gone on in the Association and in the field of vocational education. Since each year we assemble here to adopt resolutions to give direction to our important programs, it has occurred to me that there is a need for some assessment as to the effect that these resolutions have had upon the direction and progress of these programs. It is to the resolutions of last year that I am going to address myself this morning.

In the short time allocated to me, it will be impossible to deal with all of the ramifications of these resolutions and the action that was taken; but if I can give you some insight, it will be helpful to you and you might take back to your membership the information that this body's deliberations concern programs of action which have great effect on the Association's progress.

Strengthening State and Territorial Affiliates of the American Vocational Association

The first of the resolutions that was passed by this body last year was the matter of strengthening our state associations. As a federation of state associations, the American Vocational Association has an obligation to work with state associations in order that they might become a viable force in the state and in the local community. In accordance with action of the Board of Directors of this Association, four field representatives have been appointed and assigned to certain states. During the past year, these field representatives have met with practically all of the state associations; many state groups requested their assistance. The reports received in our office indicate that considerable progress is being made in achieving the 32 objectives that have been set forth for the state associations. We are pleased to have these four gentlemen working with you. We hope that we may extend and expand our activities during the coming year in that regard. We appreciate the courtesy that has been given to these people as they come into your states and the support that your state associations have given their activities.

Staffing for Vocational Education Leadership in Occupational Areas

The second of the resolutions passed last year dealt with the staffing of vocational education leadership in occupational areas of the United States Office of Education. Since 1963, the leadership at the national level has been a troublesome matter for us in vocational education. I am pleased that the leadership of the U.S. Office of Education has seen fit to reorganize in recent months in order to provide program service leadership. This has come about, I am sure, because many people have pointed out to them the very important leadership role they must play. The Association has worked with the leaders in the U.S.O.E., Health, Education, and Welfare, in attempting to arrive at a program or an organization that will service vocational education.

Appropriations for Vocational Education Amendments of 1968

The next of the resolutions was the program for fiscal 1971. We were pleased this year that the Congress of the United States saw fit to take action concerning the appropriations for all education programs, and moved early enough so that funds might be available to the schools before the beginning of the school year. Shortly after July 1, the beginning of the fiscal year, the Congress did appropriate the funds. There was some difficulty in getting the Administration to approve the appropriations; however, the Congress saw fit to override this.

Funding for Vocational Education Amendments of 1968

The real problem, of course, came in the release of funds. Following a considerable amount of work on the part of many leaders in the field of education, the Secretary of Health, Education, and Welfare did release these funds two and a half months after approval. This, we think, is not too good but even so it took a lot of work to get to the point where we are today.

Permanent Authorization for Funding Home Economics Education

The next of the resolutions dealt with the matter of extending or making a permanent authorization of funds for home economics education. Much ground work has been laid for the action that undoubtedly will be taking place next year or the year following, because that section of Public Law 90-576 will be expiring on June 30, 1972. We expect that the Congress will give due consideration to the extension of that section of the Vocational Education Amendments of 1968.

Federal Guidelines for Teacher Education

The next of the resolutions dealt with the federal guidelines for teacher education. There have been guidelines established but they have never been published in the *Federal Register*. The Department of Teacher Education of the AVA has pointed this out to the Associate Commissioner in charge of teacher education, and I think much progress has been made in the administration of this section of the Act. However, this is something that will be expiring also on June 30, 1972, and we will have to go back for a renewal of that section of the Act.

Use of the Term "Vocational"

The seventh of the resolutions dealt with the matter of utilizing the term "vocational" as a generic term in describing our program. We are constantly hearing about the need to change the name of our program to "career education," to "occupational education." However, I think general acceptance of the term "vocational education" is developing in most areas, most places where we work. This is something, of course, that is left to the discretion of the individual. However, I feel that "vocational education" will continue to be the term that is used.

Recognition of the Role of Industrial Arts in Vocational Education

Recognition of the role of industrial arts in vocational education is something that, I am sure, is being accepted to a great extent in many states, and will continue to be accepted in many states.

Education for Employment

The next resolution dealt with education for employment. The idea in that resolution was to try to stimulate the entire school system to address itself to the question of employment at the elementary, secondary, postsecondary, and higher education levels. Unfortunately, I think that many in vocational education have thought of in-school programs as preparatory programs. I think this is one of the dilemmas that caused action to be taken in regard to other programs such as the Manpower Development Training Act.

However, there is a growing acceptance of the total program and the total needs of vocational education, and I think that much progress has been made there. I must say that what I am telling you is merely an assessment made from where I sit and it does not necessarily reflect all of the things that are going on in the field.

Manpower Legislation

The tenth of the resolutions passed last year concerned the manpower legislation. As you recall, that particular resolution stated that we would give support to legislation to extend and improve manpower programs in order that education and training may be made available to all; also that we would work for legislation that would strengthen and improve the educational component of the manpower program.

Many of us have been very concerned about the delivery system that is proposed in the legislation and we continue to be concerned. However, at this point in time, the Congress has seen fit to provide the delivery system through the governors and mayors—governors of the states and mayors of the large metropolitan areas. I would like to report to you, however, it was through our efforts, the efforts of the American Vocational Association, that we were able to get written into the law specific provisions that vocational education or facilities for vocational education shall be given first priority in terms of providing the educational component. This, of course, is a question of administration, and in the year ahead, the problem of the leadership and the role that we can take is going to be facing us. Hopefully, if the amendment or the acts are enacted, we will be able to effect the kinds of rules and regulations and guidelines that will provide the proper role for vocational education.

International Education Year

Another resolution passed last year, concerned International Education Year—which we strongly endorsed—and which has been transmitted to UNESCO and ILO. One issue of the JOURNAL dealt with international education, and we have advised every agency of our interest in international education.

Fiftieth Anniversary of the International Labor Organization

We also endorsed the International Labor Organization's fiftieth anniversary and transmitted this to the Honorable David A. Morris, Director General of the organization.

Women's Bureau, United States Department of Labor

Next is the Women's Bureau of the United States Department of Labor. We have had a very close working relationship with them and have expressed our concern about expanding and improving the program for women and employment opportunities for women. I think considerable progress has been made.

As I said in the beginning, I could spend a considerable amount of time reporting many, many activities, but I felt that you would be interested particularly in where we stand on the action taken by this body last year. I will be glad to consult with any of you, and, hopefully, I will have the opportunity to report at other times on more action taken as a result of your deliberations.

Section B—Financial Report

On the 30th of June, 1970, the AVA completed one full year of operation under the accrual system of accounting. This established an entirely different method of maintaining records of income and expenditures. The new system is operating effectively and our records give an exact accounting of all phases of our operation at any given time. Our financial statement for the past fiscal year incorporates the new system.

The total general revenue for the year was $852,218. Membership dues constitutes 66 percent of our income. Twelve percent of the total revenue comes from convention exhibits and registration, and twelve percent from JOURNAL advertising. Ten percent comes from JOURNAL sales and subscriptions. The remaining income from publications sales, investments and dividends amounts to three percent each. The total general fund expenditures from program services and supporting services is $757,107.

Under program services, expenditures for publications amounts to six percent; for the JOURNAL, twenty-six percent; the convention cost is eleven percent and four percent for professional activities. Under supporting services, membership costs are seven percent; professional management four percent; and general management forty-two percent.

The fiscal 1970 report prepared by our auditing firm, Leopold and Linowes, is available upon request from AVA.

I appreciate this opportunity to present to you the financial position of the American Vocational Association.

Respectfully submitted,
Ruth Backus, AVA Treasurer

Section C—Audit Review Committee Report

The Audit Review Committee appointed by the Board of Directors of the American Vocational Association convened and reviewed the audit report for the fiscal year ended June 30, 1970, made by Leopold and Linowes, Certified Public Accountants, Washington, D.C.

In addition to the signed report letter of the auditing firm, the Committee reviewed:

Exhibit A —Summary of Financial Activities, for the year ended June 30, 1970
Exhibit B —Analysis of Functional Expenditures, for the year ended June 30, 1970
Exhibit B-1—Analysis of Special Projects Expenditures, for the year ended June 30, 1970
Exhibit C —Statement of Changes in Current Restricted Fund Balances, for the year ended June 30, 1970

Exhibit D — Statement of Changes in Equipment Fund Balance, for the year ended June 30, 1970

Exhibit E — Statement of Financial Position, as of June 30, 1970

Since June 30, 1969, AVA adopted a standardized method of reporting financial activities and financial conditions. This new method utilizes fund accounting and activity accounting.

The audited financial statements have been prepared in accordance with standards adopted by the National Health Council and the National Social Welfare Assembly. They are stated on the accrual basis and include all material accounts receivable and payable, all other significant liabilities and material prepaid expenses, and as deferred revenue, any substantial amounts received or committed for support of the Association for the coming year. Depreciation has been recorded only in the Statement of Financial Position.

The Committee accepts the financial statement as presented by the auditing firm based on the auditor's report letter and the notes which are a part of the report.

The Committee wishes to commend our treasurer, Ruth Backus, for the efficient discharge of her duties during the past fiscal year.

Respectfully submitted,
C. G. Hutchinson, Chairman
Agriculture
Bess H. Lux
Business and Office Education
John S. Owens
Trade and Industrial Education

Section D—Report of Constitution Committee

The purpose of the Constitution Committee is to aid in keeping bylaws consistent and appropriate with the purposes of AVA. This includes the reviewing of proposed bylaws and making recommendations to the House of Delegates.

In a review of the proposed amendments to be considered by the House of Delegates, we were made sensitive to the procedure for making changes in the bylaws. We were somewhat surprised to learn that any group or member may submit a proposed bylaw amendment as long as it is delivered to the Executive Director 60 days previous to the AVA Convention and printed in the AMERICAN VOCATIONAL JOURNAL. No screening of the proposed bylaw is called for. There could be many bylaws presented even though they would be in conflict or inconsistent with AVA purposes and even though they were supported by one person. It was evident to the committee that this procedure needs to be changed. The committee will be working on such changes to be acted upon next year. If you have any suggestions concerning this aspect of the bylaws or any other phases, please direct them to the committee.

The Constitution Committee reviewed the proposed amendments that you will vote upon. The amendment concerning the process of nomination for the election of officers should be approved. This amendment calls for the appointment by the AVA Board of one member per division on the Nominating Committee rather than two members per division. In current operation, this means that there will be 10 members on the Nominating Committee rather than 20 according to the present bylaws. We see no reason for not approving this proposal.

The bylaws to change the membership of COASTA appeared to the Constitution Committee to be in conflict with the very nature and purpose of COASTA. For example, page 5 of the bylaws refers to "Conference of Officers of Affiliated State and Territorial Associations." The purpose of COASTA is "to provide state and territorial officers with an opportunity to work together to develop improved ways and means for carrying out their responsibilities to affiliated state and territorial associations." The bylaw change as printed in the AV JOURNAL indicated that the membership of COASTA should include past officers as well as present officers. This procedure would permit literally hundreds of past officers to be members. It is inconceivable to think that officers of many years ago would be relating the AVA program to their state associations in a manner as relevant as present officers. Inasmuch as the proposed change appeared to be in conflict, the committee met with the President of COASTA, Louise Liddell, in order to determine the reasons for the proposed amendment. In learning that the primary purpose was to establish more continuity of the officers, it was suggested that the COASTA officers meet with Micah Naftalin, General Counsel of the AVA, to draft an amendment to permit a COASTA member once elected to serve as an officer to continue serving the full term of said COASTA office. This was agreed upon. Our Constitution Committee has endorsed this proposal wholeheartedly and recommends that it be passed.

Respectfully submitted,
Ralph E. Bender, Chairman
AVA Constitution Committee

Section E—Report of the Nominating Committee

The Nominating Committee, with representation from all of the services, met twice during this Convention to consider the candidates representing the DE Division. I would like to express my personal thanks to the members of this committee for their assistance and willing cooperation.

Our first meeting was an organizational meeting to determine the criteria for selecting the nominees and to review the provisions of the AVA Bylaws relative to the election. The second meeting was devoted to interviewing the five candidates and deciding on the names of those who would be most capable of leading the AVA in 1971 and 1972. This year considerable interest was exhibited by the membership in seeking the office of president. As a committee we commend the professional spirit and interest of those applicants.

It was the prerogative of the committee, as outlined in the bylaws of this Association, to nominate two or more candidates for the office of president. The committee felt strongly that election to this position of leadership should be by a majority vote of the membership and not a plurality. Although it was a difficult task, the committee, after a thorough evaluation of each individual's qualifications, attitudes, professional leadership experience at the local, state and national levels, their philosophy and dedication to vocational education, and following a personal interview, selected two nominees for the office of AVA president.

While we did our best to select the strongest candidates, we are as a committee by no means infallible. It is interesting to note that the Policy Committee also recommended the election of no more than two candidates.

The following names are the overwhelmingly approved nominees selected by the committee and listed alphabetically: T. Carl Brown, North Carolina, and Mildred Jackson from Georgia.

Respectfully submitted,
Paul Day, Chairman
AVA Nominating Committee

PROGRAM OF WORK AND POLICY RESOLUTIONS

Chairman of Resolutions-Program of Work Committee:
David Bland
President, Montgomery Technical Institute
Troy, North Carolina

A PROGRAM OF WORK

1971

The Committee on Resolutions and Program of Work, created by the AVA House of Delegates, presents the AVA Program of Work for 1971. This suggested program of activities and concerns was developed by the Committee after participation in the planning sessions held by the Divisional and Departmental organizations of the American Vocational Association. We hope it adequately expresses some areas of concern for the teachers as well as the organizations within the AVA structure.

We sincerely urge you to take this Program of Work and use it as a basis for professional growth and development.

David H. Bland, Chairman
North Carolina
(Technical Education)
Myrna P. Crabtree
New Jersey
(Home Economics Education)
Mildred Jackson
Georgia
(Distributive Education)
Jack Michie
California
(New and Related Services)
Joe D. Mills
Florida
(Trade and Industrial Education)
Cayce C. Scarborough
North Carolina
(Agricultural Education)
Herbert Siegel
New York
(Industrial Arts Education)
Marian Thomas
New Mexico
(Health Occupations)
Victor Van Hook
Oklahoma
(Business and Office Education)
Charles E. Weaver
Ohio
(Guidance)

The AVA Program of Work for 1970 highlighted several major areas of concern relating to planning and evaluation of vocational education. (The term "vocational education" includes vocational, technical, and practical arts education.) In 1971, the American Vocational Association, through its individual members and affiliated state and territorial organizations, offers a Program of Work to focus solely on evaluation as it applies to programs in operation, administrative agencies, and local, state and national advisory councils.

EXPANDING THE LEADERSHIP ROLE OF AVA THROUGH EVALUATION

One of the most challenging propositions facing vocational educators today is this question: Where are we and how well are we doing? The challenge becomes real and filled with meaning if we will draw upon the competencies that lie within the profession and the capabilities of the agencies and institutions already in existence, and earnestly go about the task of identifying what vocational education can provide for man and society.

The Program of Work urges all vocational educators—working together through their local, state and national professional associations—to join in answering the question: Where are we going and how well are we doing? and to consider the implications of this question.

As individuals, as STATE or TERRITORIAL ASSOCIATIONS, and as a NATIONAL ASSOCIATION, we must become engaged in the all important task of *evaluation*.

I. **Are we serving people?**

Are the vocational programs and systems in your district and state oriented to PEOPLE and their career needs? We have lost the proper perspective if we become so enamored of our systems, which categorize people, that we forget that above all we serve MAN and must cope with his needs. This is not to say that our systems and programs are not essential; we are simply asking in all candor, is the "person" evident in the programs and systems you have developed?

A. *Guidance services should be career oriented:* Vocational educators must establish closer relationships with the guidance personnel in their respective areas of work. One such relationship is a "team" approach in dealing with the career needs of the individual. As a member of AVA, you should be working closely with the guidance personnel in your school and in your professional association in order to maximize vocational education's service to people.

B. *Vocational educators should be involved in planning and carrying out exploratory occupational education programs:* The provision for exploratory occupational education programs in elementary and middle schools gives recognition to the fact that career choice is developmental. It is, therefore, the responsibility of the vocational educator to function as a resource person both in the development and implementation of exploratory occupational programs.

II. **Do your secondary and postsecondary programs complement and support each other in providing opportunities for vocational education?**

How well do our secondary and postsecondary occupational education systems complement each other? The community college, junior college, technical college, postsecondary area vocational-technical school, and technical institute are rapidly growing institutions. Postsecondary occupational education programs must be directly related to those at the secondary level as well as to those at the traditional baccalaureate degree level.

A. *Education should provide a continuum of opportunity:* As vocational educators, we accept the idea that education is a continuum. As our society becomes more complex and technology more demanding, the traditional concept of terminal education must be discarded. A student may prepare himself at the secondary level to enter a given occupational field upon graduation, or he may choose to develop his competencies further at the postsecondary level. In either case, the programs at both the secondary and postsecondary levels should complement each other.

B. *Articulation should lead to understanding:* Educators at all levels must have greater understanding of mutual problems and their solutions and must give serious consideration to more efficient use of resources.

III. What are the functions of state and national advisory councils?

As a vocational educator, or as a state or territorial vocational association officer, what information have you provided for the state and national advisory councils for vocational education? The purpose of these councils is to advise on the implementation and administration of vocational education and to make other recommendations concerning programs. Communications with the councils is essential.

A. *The vocational educator should provide the councils with program information:* If the purpose of the advisory councils is to be realized, the vocational educator must actively seek ways to establish the types of relationships that will permit an exchange. One important ingredient in such a system of communication is your local craft and/or institutional advisory committee. Too often, involvement of advisory committees amounts to the preparation of a narrative and/or statistical report. As vocational educators and members of AVA, we should seek the kinds of relationships with local, state, and national advisory councils that will involve them in helping vocational education to serve people more adequately.

B. *The vocational educator should be involved in the establishment of evaluative criteria:* Involvement of the vocational educator is crucial to the establishment and periodic reappraisal of the criteria for evaluation of vocational education programs. The vocational educator, individually and through his state and national vocational associations, should be involved in identifying those criteria which, when applied to vocational programs, will yield results that will assist in the improvement of vocational education.

IV. How important do you consider professional development?

What is being done locally, on a statewide basis and nationally to advance the professional development of teachers in vocational education? Today as never before teachers in vocational education must not only be highly skilled in their occupational areas but must also possess a sensitivity to the needs of people and to the communities where they serve. Therefore, it should be the purpose of the local, state and national professional associations to provide appropriate experiences for the continued professional development of all vocational educators.

A. *Vocational educators should return to their occupational field for study and upgrading:* If vocational education is to continue to meet the needs of people, vocational educators must keep abreast of the changes in their occupational fields. One important means of accomplishing this is through the periodic return to their occupational fields. Vocational educators should have occupational experiences to keep them up to date in their teaching.

B. *Vocational educators should develop a sensitivity to human needs:* The instructor is far more than someone who imparts a certain body of knowledge; he must be able to deal with the student as a person with individual needs. The vocational educator should be involved in professional development programs that assist him in meeting this responsibility.

AVA POLICY RESOLUTIONS

As adopted by the House of Delegates, December 9, 1970

1. Women in the World of Work

Whereas, federal legislation attempts to assure equal opportunity and equal pay in employment to a substantial majority of women; and

Whereas, there is concern for the development and utilization of all of our human resources; and

Whereas, according to the U.S. Department of Labor statistics, 19.1 million women were employed in 1969 as service workers, operatives, and in clerical positions, while only 4.2 million were employed in professional and technical occupations; and

Whereas, vocational education must recognize this changing role of women in society, especially at the administrative, professional, and technical levels of employment, and must take dynamic leadership in raising the status of the woman worker in all areas of the working world;

Therefore, Be It Resolved, that the American Vocational Association affirm, support, and encourage the increased preparation for and expansion of the leadership roles for women in vocational education; and

Be It Further Resolved, that the American Vocational Association work for the maximum utilization of human resource potential by encouraging the placement of qualified women in diversified administrative and professional positions in the field of vocational education.

2. National Vocational Education Week

Whereas, the American Vocational Association annually promotes and supports a National Vocational Education Week; and

Whereas, the affiliated state and territorial associations and some of the divisions promote and support their own National Week or similar observation; and

Whereas, these special observations are interdependent, sharing a mutual interest in strengthening career development through vocational education;

Therefore, Be It Resolved, that the American Vocational Association invite the active participation of COASTA, the Associations, and the Divisions in the planning and implementation of future National Vocational Education Weeks; and

Be It Further Resolved, that COASTA, the Associations, and the Divisions sponsoring a national observation consider coordinating their program and schedule with the American Vocational Association's National Vocational Education Week.

3. Professional Experience and
Service in the AVA Office

Whereas, assistance from members of the American Vocational Association in the field would be a valuable adjunct to the AVA Headquarters Staff; and

Whereas, members of the American Vocational Association on sabbatical leave could lend their expertise and time to improve the profession;

Therefore, Be It Resolved, that the American Vocational Association provide a plan for educational opportunity through an internship for individuals who are funded through sabbatical leaves or other grants; and

Be It Further Resolved, that these professional resources be utilized to extend services to the field for the purpose of improving the quality of vocational education.

4. Timing of Education Appropriations

Whereas, it is essential to proper planning and administration that educational funds be appropriated and allocated before the school year begins; and

Whereas, the Appropriations Committees of the Congress have established a most beneficial and vital precedent by considering and enacting the appropriations for the U.S. Office of Education separate from and in advance of the over-all budget for the Department of Health, Education, and Welfare;

Therefore, Be It Resolved, that the Congress be commended for setting this precedent and urged to continue in the practice of appropriating the U.S. Office of Education's budget separate from and in advance of that of the Department of Health, Education, and Welfare, to the end that education funds will be appropriated in advance of the beginning of the school year; and

Be It Further Resolved, that the American Vocational Association urge that the President of the United States permit the Department of Health, Education, and Welfare to fully allocate its funds immediately upon the enactment of appropriations so as not to negate the benefits of planned, orderly programming resulting from the Congress' timely action.

5. Feasibility Study of the Conversion to the Metric System

Whereas, the U.S. Department of Commerce, through the National Bureau of Standards, has implemented the Study of Conversion to the Metric Measurement System; and

Whereas, the American Vocational Association was invited to participate in an Education Conference, one of seven such meetings called by the National Bureau of Standards to obtain the reactions of the several segments of our economy; and

Whereas, 10 representatives of the American Vocational Association presented papers concerning the conversion as it might affect several areas of vocational education;

Therefore, Be It Resolved, that the American Vocational Association express its appreciation for having been given the opportunity to participate in this very important study; and

Be It Further Resolved, that the American Vocational Association extend good wishes to the National Bureau of Standards for much success in its efforts in making an objective study of conversion to the metric system, which is of critical importance to our international relations.

6. Professional Development in Vocational and Technical Education

Whereas, the quality of the educational product of all vocational and technical education programs is highly dependent upon the leadership personnel associated with such programs; and

Whereas, Congress has recognized this need for leadership as evidenced by passage of Title II of the Vocational Education Amendments of 1968; and

Whereas, existing and pending legislation for vocational and technical education, manpower development, and programs for the disadvantaged and handicapped require increasing numbers of leadership personnel; and

Whereas, there has been confusion in the implementation of Title II and minimal coordination between Bureaus and Divisions of the U.S. Office of Education regarding its administration;

Therefore, Be It Resolved, that the delegates at the 64th Annual Convention of the American Vocational Association encourage Congress to make full appropriations as authorized for Title II and to continue its support for the preparation of leadership personnel; and

Be It Further Resolved, that efforts be made to improve and facilitate the administration of this Title; and that the agency administering this Title continue to focus on state planning, utilizing the resources of universities, colleges, and local education agencies, as well as providing direct grants to institutions.

7. Leadership Development

Whereas, leadership development is a most pressing need in vocational and technical education; and

Whereas, there is presently a leadership pool of people receiving grants through the U.S. Office of Education for further leadership development; and

Whereas, only a few areas of vocational education are represented in the present leadership pool; and

Whereas, newly recognized needs and emerging fields require aggressive, dynamic, and specialized leadership to meet these evolving needs;

Therefore, Be It Resolved, that state and territorial affiliates of the American Vocational Association seek a more active role in working with the disadvantaged, with the handicapped, and in the emerging occupational fields, and that they recommend such candidates to the appropriate agencies to be considered for educational grants for leadership development.

8. Day Care Centers

Whereas, statistics from the U.S. Department of Labor show that one out of three women (4.2 million) in the labor force has children under 6 years of age (March 1969), with projections indicating that 6.6 million mothers, age 20-44, with children under five will be in the labor force in 1985; and

Whereas, employment of mothers, plus the additional hazards of illness or death of the mother, mental or physical handicap, emotional disturbance, poor family relationships, and slum living conditions make day care services imperative; and

Whereas, the participation of women with young children is curtailed in programs of occupational preparation; and

Whereas, day care in currently licensed centers and family homes is available for only about 640,000 children, with a potential of several million needing such services; and

Whereas, day care centers can best achieve maximum realization of desired objectives when their facilities include continuous supportive educational services contributing to the solution of problems affecting the total family unit; and

Whereas, there is an increasing need for the training of qualified professional and auxiliary personnel to staff day care centers;

Therefore, Be It Resolved, that the American Vocational Association encourage and stimulate the development and expansion of day care center services and facilities, particularly those which provide supportive educational services for the entire family unit; and support legislation at both state and federal levels designed for this purpose; and

Be It Further Resolved, that the American Vocational Association promote and encourage the development of programs designed to educate and prepare qualified professional and auxiliary personnel for service as staff members in day care centers.

9. Role of Industrial Arts in Career Development

Whereas, students in today's schools, especially the disadvantaged and the handicapped, have special need for occupational exploration to understand the world of work; and

Whereas, industrial arts programs can make major contributions to occupational exploration by providing hands-on experience;

Therefore, Be It Resolved, that the American Vocational Association continue to support industrial arts as contributing to career development through occupational exploration and as providing a base for vocational programs; and

Be It Further Resolved, that the American Vocational Association encourage Congress to include industrial arts in future legislation relating to the Vocational Education Amendments of 1968.

10. Career Development and Guidance Program Priority

Whereas, the Vocational Education Amendments of 1968 represent a clear commitment to career development of individual students; and

Whereas, a major effort is now being made to expand the total range of educational choices available to the individual student in vocational education; and

Whereas, it is essential that all students be given bona fide opportunities to choose vocational education that protects freedom of choice for the individual; and

Whereas, strong career development and guidance programs are seen as the major vehicle by which students can consider and choose from among all the educational opportunities available to them;

Therefore, Be It Resolved, that the American Vocational Association place high priority on the development of strong career development and guidance programs involving the total school staff under the leadership of the professional school counselor, and that all vocational educators seek to provide counselors with data, experiences, and insights that will help counselors and related school personnel assist students in their career developments.

11. Teacher Certification

Whereas, there is a need for an increasing number of qualified vocational and technical education teachers as indicated by a projected 1975 estimate of 75,000, provided by the U.S. Office of Education; and

Whereas, the mobility of teachers in today's world makes comity among the states necessary concerning certification of teachers; and

Whereas, certain steps have been taken by recognized leading authorities to establish common denominator criteria;

Therefore, Be It Resolved, that the American Vocational Association encourage and support constructive efforts leading to the establishment of flexible guidelines for the certification of vocational and technical education teachers consistent with the historic reliance on the principle of demonstrated competencies uniquely related to each program service field; and

Be It Further Resolved, that the American Vocational Association stimulate and encourage dissemination of said guidelines.

12. Comprehensive Manpower Act of 1970

Whereas, the Congress and the Departments of Labor and Health, Education, and Welfare have recognized the critical importance of the administrative rules and regulations which determine and govern the administration of federal programs;

Therefore, Be It Resolved, that the American Vocational Association urge the U.S. Departments of Labor and Health, Education, and Welfare to implement the intent of the pending Comprehensive Manpower Act of 1970 by providing direct and meaningful involvement of vocational education leaders, as well as the public, in the development of implementation guidelines and regulations; that all such proposed guidelines and regulations be widely disseminated; and that they be published, when promulgated, in the *Federal Register*; and

Be It Further Resolved, that in the development of such rules and regulations and in the interest of promoting that coordination sought by the legislation, the Departments give serious consideration to encouraging the utilization of the capabilities of existing advisory councils on vocational education at the national, state, and local levels in the development and implementation of new manpower services; and

Be It Further Resolved, that the governors of the several states be encouraged to expand the existing State Advisory Council for Vocational Education to include as identified in the Act the additional members necessary to meet the requirements for the Advisory Council established by the Comprehensive Manpower Act.

13. Block Grant Proposals

Whereas, Vocational Education has historically depended for its support and development on the support of the Congress; and

Whereas, the categorical emphasis contained in the Vocational Education Amendments of 1968 are of critical importance to the continuing development of Vocational Education's mission of serving all people of all ages in all communities; and

Whereas, block grants of federal educational funds without identification of categorical purposes may permit the use of such funds for any educational purpose; and

Whereas, categorical funds for vocational education have stimulated states and local communities to invest three or more state and local dollars for each federal dollar invested;

Therefore, Be It Resolved, that the American Vocational Association support the principle of categorical aid to vocational education, and the priorities mandated by the Congress in the 1968 Amendments; and

Be It Further Resolved, that the American Vocational Association oppose any proposal which might either permit the reallocation of vocational education funds to other programs or weaken the scope of the categorical principles and priorities embraced in the Vocational Education Amendments of 1968.

14. Legislation in Support of Postsecondary Career Education

Whereas, postsecondary vocational and technical education programs provide preparatory training to people of varying abilities and interests; and

Whereas, such programs are of varying length and levels of difficulty; and

Whereas, such programs can be provided successfully in a number of different types of institutional patterns; and

Whereas, the several states have varying patterns of institutional organizations;

Therefore, Be It Resolved, that the American Vocational Association support legislation to provide special funding for postsecondary vocational or technical education with said funding allocated on the basis of educational services to be provided and persons to be served rather than allocated on the basis of the type of institution in which the services are to be provided.

15. Intent, Purposes, and Funding Provisions for Research in the 1968 Amendments

Whereas, legislation beginning with the Vocational Education Act of 1963 was expressly tailored to support vocational education research as an integral part of basic state grants to improve and broaden vocational education programs; and

Whereas, the Vocational Education Amendments of 1968 mandate a portion of the basic grants for use in vocational education research; and

Whereas, the annual appropriations for research have not been consistent with the Vocational Education Act of 1963 and the Amendments of 1968; and

Whereas, Congress has reaffirmed the intent of law in its provision for vocational education research in the appropriations for FY 1971; and

Whereas, practical research activities emanating from the National Centers for Vocational Education and from many existing projects which contribute to the development of new and emerging vocational and technical curricula must be continued; and

Whereas, the Research Coordinating Units contribute a national network integrating the research activities of the states with the National Centers and the U.S. Office of Education; and

Whereas, there must be a continuity of vocational education research funds in order that programmatic research and consistency of effort can be maintained; and

Whereas, vocational education research as administered by the Division of Comprehensive and Vocational Research of the U.S. Office of Education has assessed priorities and established a responsible system to administer past research activities under intolerable constraints;

Therefore, Be It Resolved, that the American Vocational Association hereby reaffirm its support for vocational education research consistent with the above statement; and

Be It Further Resolved, that every effort be exerted by the American Vocational Association and its affiliated organizations and divisions to implement the intent, purposes, and funding provisions of the Vocational Education Amendments of 1968 as they relate to research; and

Be It Further Resolved, that all funds appropriated for vocational education research be used for activities clearly consistent with professionally recognized definitions of research and which culminate in both short term and long term visible results truly affecting each individual's competency to enter the world of work.

16. Representation by Youth on the National Advisory Council for Vocational Education

Whereas, the National Advisory Council for Vocational Education has assumed a leadership role in the promotion of vocational education; and

Whereas, the largest group being served in the field of vocational education are the youth and young adults of America; and

Whereas, there are outstanding youth organizations representing the students in vocational education; and

Whereas, the youth of America should be an equal partner in planning for the future of vocational education;

Therefore, Be It Resolved, that the American Vocational Association's Board of Directors call to the attention of the President of the United States that the recognized vocational youth organizations should be considered the appropriate source of nominees to be submitted for his consideration in appointing the youth representative to the National Advisory Council for Vocational Education.

17. Extension of Expiring Sections of the Vocational Education Amendments of 1968

Whereas, the authorizations for the appropriations of federal funds for a number of sections of the Vocational Education Amendments of 1968 periodically expire; and

Whereas, federal budget procedures require that authorizations be extended well in advance of their respective expiration dates to assure continuity of program planning;

Therefore, Be It Resolved, that the American Vocational Association, through its Board of Directors and headquarters office, take all steps necessary to assure that the Congress of the United States acts in a timely manner to extend the expired provisions of the law.

ADULT EDUCATION DEPARTMENT

Proceedings Recorder:
Walter A. Chojnowski
Supervisor—Office and Distributive Education
Wisconsin Board of Vocational, Technical and Adult Education
Madison, Wisconsin

Adult Guidance

(December 7)

FERRIS POST, *Supervisor, Adult & Vocational Guidance, District School Board of Pinellas County, Clearwater, Florida*

America has never before taken adult education so seriously. Besides going back for additional education and training for upgrading employment, adults also go back to school to learn more about themselves, their talents, emotions, dreams, and values. These adults then begin to feel the pressure of keeping up and of returning to school. They now experience some of the same pressures that their own children have while attending school. These people also need someone to talk to; someone who knows of this newness and is not threatened by it; someone who accepts fears and uncertainties without condemnation; someone who is able to guide the troubled into realistic decisions, and who appreciates the troubled feeling of being a frustrated adult.

"Which Way Is Up?" is a description of available adult guidance services in Pinellas County, Florida. More specifically, the aims of the adult guidance program are to fulfill a commitment to the adults of Pinellas County by offering opportunities for adjustment and improvement in social, civic, and occupational skills; to allow all adults a chance to plan short- or long-term educational and/or training programs according to their individual needs; and to afford each adult the opportunity to understand and accept himself.

Development of a Model for Instructor Tenure in the Community College

(December 7)

D. F. CORLETT *Dean of Continuing Education, W. W. Holding Technical Institute, Raleigh, N.C.*

This was a report of a two-year study by the author. In it the history of instructor tenure was traced in both secondary education and higher education. Circumstances which demand a different form of tenure for the instructor in the community college were enumerated. Primary among these was the fact that many community college instructors require periodic occupational upgrading to retain current skills in their area of instruction. When this upgrading requires employment experience outside of the college, a new dimension is added to tenure considerations.

Court cases for the period 1959-69 which dealt with instructor tenure were analyzed, and a model for instructor tenure was built thereon which would minimize the likelihood of tenure disputes requiring court consideration. The model deals with employee coverage, duration of probationary period, duties of parties during probationary period, conditions required to end probationary status, contesting dismissal of probationary instructors, termination of tenure relationship, disciplinary action other than dismissal, hearing, and provision for instructor upgrading.

Several points were brought out in this study which, while they might be considered just good administrative practice, were in the past frequently overlooked with the result that disputes went to court:

1. The goal of tenure policies in the community college should be to encourage and retain competent instructors while helping to strengthen weak instructors, and to identify those who should be encouraged to leave teaching as a career.

2. Tenure policies should be jointly developed and ratified by representatives of the faculty, administration, and governing body. They should be systematically

reviewed by representatives of these three bodies periodically to see if they are accomplishing their goal.

3. Every instructor should have a copy of the tenure policy. New instructors should have an orientation session which would explain the policy.

4. A plan for systematic faculty evaluation should be a part of the tenure policy and should be strictly followed. Instructors should insist that periodic faculty evaluation be conducted. This plan should include steps for improving the ability of either probationary or tenured instructors who are found to be weak in any area.

5. Both instructors and employing bodies are frequently either inadequately or improperly instructed with regard to their legal rights and duties. Frequently a case in court is decided because one party or the other takes the wrong legal action or fails to take action in time. It is amply clear that some central source of competent legal advice is required for both parties. This source should be well publicized to the appropriate group, should be quickly available to them, should be inexpensive to them, and should specialize in nothing else but school personnel relations.

Adult Farmer Training

(December 8)

DOYLE BEYL, *Supervisor, Vocational Agriculture, Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin*

The justification of a district's investing taxpayers' money to train adults in the business of farming is based on added tax revenue. The need for such training by adults is evidenced by the successful enrollment of people in various programs designed to train, retrain, or upgrade farmers. Evaluation of these programs is based on financial achievement; however, some thought must be given to justifying programs on the basis of behavioral objectives.

The Distributive Education Community Adult Program

(December 8)

JAMES HORAN, JR., *State Supervisor, Distributive Education, State Department of Education, Richmond, Virginia*

Need for the Program

"Retailing, distribution, marketing is an industry which needs millions of skilled people. In 1975, we will need about two million more executives and proprietors in distribution and services than we had in 1960. We will need five million more white collar workers. We will need at least 1.5 million more sales persons. We will need five million more trained people in the service industries. Add up the total—over 13 million additional jobs in 1975 as compared to 1960 in the areas served by DE. Now add job replacements—and you arrive at job opportunities in excess of 20 million people. Marketing, retailing, distribution cannot meet their manpower requirements of the next decade without DE, and we must launch a massive and concerted effort, beginning now." Alfred E. Eisenpreis, Vice President, Allied Stores Corporation.

History and Philosophy of the Program

The first DE adult programs started in 1937 as a result of the George-Deen Act, which provided funds for the first time for training in the distributive occupations. As DE became a part of the vocational offerings in high schools, many states adopted and have maintained the pattern of the DE coordinator's being responsible for a total program of education for distribution in the community, both the in-school program and the adult program. As the DE coordinator carries out coordination activities necessary for the high school program, he is in an ideal position to identify the needs for adult education in the field, to schedule classes, and to secure adult instructors.

The annual community survey is the technique used by coordinators in many states to gather data on employment and training needs as a basis for planning their high school and adult programs. They are employed on a twelve-month basis to provide time for this survey during the summer months. The importance of the adult program is further underscored by the fact that school administrators often provide a salary supplement for its implementation.

Outstanding Features of the Program

Where this "total program" concept has been organized effectively, it consistently has the strong endorsement, understanding, and support of school administrators, top management in the community, and trade association executives. This is largely due to the following outstanding features which it offers:

1. The distributive education coordinators, supervisors, supervising coordinators, and adult coordinators serve as the "community training directors" for distribution in the local economy—a valuable return to businessmen on their tax dollars for education.
2. The program enables local merchants and other businessmen to become involved in identifying training needs in the community and planning programs to meet these needs.
3. Merchants and other businessmen who employ and train high school DE students attend adult classes to learn better techniques of supervision and management. (There are three back-up adults for every high school DE student.)
4. It provides a continuous program of education which offers the proper sequence and progression of instruction for the high school DE graduate who stays in the "home town" for full-time employment in distribution and wishes to continue his training.
5. Course offerings can be geared to specific needs of the community, and training can be scheduled on days and at hours convenient to local businesses.
6. It provides coordination and supervision of instruction through individual visitation to offer students in the high school and adult program consultation on job progress and application of instruction.
7. It offers one of the most economical plans available for meeting this important and growing need for education in the community.

Scope of the Offerings

- 150-hour diploma programs in management, supervisory development, and personnel management
- 90-hour diploma programs for employees in sales and sales supporting activities
- Programs to train for specific occupations such as checker education, gift wrapping, selling during a rush period, and waitress training
- Specialized long-term programs for real estate, hardware, investment selling, food distribution, and many other industries
- Pre-employment programs to prepare unemployed adults and out-of-school youth for jobs in distribution
- Programs for the travel industry, including hotels, motels, restaurants, tourist attractions, and campground operations
- Short-term courses to prepare new workers in highest demand in a community,

such as service station attendants, branch managers, insurance salesmen, and driver salesmen.

Any Monday

(December 8)

WILLIAM BREESE, *Dean, Business Division, Milwaukee Area Technical College, Milwaukee, Wisconsin*

Educational institutions must be flexible in their offerings to adults. The school should function in three ways: (a) as an "educational service station" possibly offering only one course that will make that adult a better employee and allow the individual to grow within the company where he is presently employed; (b) as an "educational job order house" to fit to the person's individual needs and desires for an educational curriculum that will prepare him for a specific job. One may wish to call it a "prescription" type of education; (c) as an "educational production line," a lock-step semester plan which is presently so familiar to many of the educators.

Under the educational service station and educational job order house, education should be available to any person at any time during the school year, and if at all possible at any time during any particular time of the year. If a person becomes unemployed on a Friday, he should be able to start his educational process on a Monday. This concept is not new to the Milwaukee Area Technical College, for it started in the early part of the 1930's. It allows a person who makes a decision to go to school the opportunity to start the schooling at the time he makes the decision. When schooling is not available at the time of the decision, something usually intervenes that causes changes in the mind of the prospective student, and he consequently does not pursue a course of study at that time or any other time. Sometimes this type of person becomes underemployed; in other cases he continues to be unemployed and with little initiative or motivation.

The Milwaukee Area Technical College's Business Division recognizes the accelerating and changing technology that has brought about a new relationship between man's work and his education. We also recognize that these technological changes challenge not only the educational institution but the nation's economic, social, and political institutions as well. We like to feel that we have not stayed "traditional" in our approach to education, but that rather we have innovated for both the prospective employee's benefit and also the prospective employer's benefit. We do have rapport with the world of work, and we are trying to provide a structure that will build the educational "bridge" between man and his work.

This semester the Business Division of the Milwaukee Area Technical College has 37 courses available for any day-school student who wishes to start his educational process on any Monday of the academic school year. Fourteen of the 37 courses do not require a student to have any prior educational background in the field of business. We also offer the same courses in our evening school operations. Students may progress at their own rate of speed. Those who have the ability and are motivated can complete courses in less than one semester. Others who find it more difficult and have a rate of learning that is slower may take up to one and one-half semesters to complete any given course.

In some instances programmed material is used; in other instances normal textbooks are adapted for individual study, and the teacher, in effect, conducts the class as many a one-room school teacher would have in past years.

We feel we can serve more students through this procedure than in a traditional "lock stepped" procedure. The biggest problem we find is to orient prospective students so that their educational program need not wait. School can start "any Monday."

POSTSECONDARY EDUCATION DEPARTMENT

Proceedings Recorder:
John J. Light
Vice President-Director
Tri-County Technical Institute

The Postsecondary Education Department General Meeting was called to order by the program chairman, Lois L. Farone, at 2:00 P.M., December 7, at the Jung Hotel, with 225 persons in attendance. Mr. James Bowling, the presiding officer, opened the program with remarks, then introduced the speakers.

The recorder for both general sessions was Mildred Mason, Supervisor of Health Occupations, Norfolk City Schools. Speakers for the first general meeting were:

1. Margaret V. Barkley, Professor of Home Economics Teacher Education, Arizona State University
   Topic: Directions in Relation to General Education
2. R. Frank Mensel, Director, Governmental Affairs, AAJC, Washington, D.C.
   Topic: Directions in Relation to Current and Pending Legislation
3. Thomas W. Inter, Dean, Occupational-Technical Division, Delaware Technical and Community College, Georgetown, Delaware
   Topic: Directions in Relation to the Nation's Manpower Goals
4. Virginia Dobbs, Associate Dean of Instruction, Technical-Occupational Programs, Eastfield College, Dallas County Junior College District, Mesquite, Texas
   Topic: Directions in Relation to People Needs

The Postsecondary Education Department Second General Meeting was called to order by the program chairman, Lois L. Farone, at 2:00 P.M., December 8, at the Monteleone Hotel, with 265 persons in attendance.

Miss Farone introduced the following speakers for the meeting:

1. Eugene L. Dorr, Assistant State Director, Vocational-Technical Education, State Department of Education, Phoenix, Arizona
   Topic: Accountability in Relation to the Nation's Manpower Goals
2. John J. Light, Vice President/Director, Tri-County Technical Institute, Nelsonville, Ohio
   Topic: Accountability in Relation to Current and Pending Legislation
3. Walter J. Brooking, Program Officer, Postsecondary Education U.S. Office of Education, Washington, D.C.
   Topic: Accountability in Relation to People Needs
4. Erma J. Chansler, Tarrant County Junior College, Northeast Campus Hurst, Texas
   Topic: Accountability in Relation to General Education

At the conclusion of the speeches, Miss Farone asked if there was any business to be discussed concerning the Postsecondary Education Department. With no business from the audience, Miss Farone declared the Postsecondary Department General Meeting for 1970 adjourned at 4:15 P.M., December 8.

EDITED SPEECHES OF GENERAL MEETING

Directions in Relation to General Education

by Margaret V. Barkley

It is impossible to determine for all time, and even for any long period, what a program in general education should be. Change and adjustment are essential in our complex society. Change for the sake of change alone is not desirable, but rather, modifications need to be made when situations become different.

General education, general studies, and liberal education are often used synonymously although some educators make a distinction between liberal and general education. ***Liberal education*** is designated as part of a four-year program which draws from disciplines and subjects roughly grouped as "arts and sciences." ***General*** *education* is denoted as materials most worthwhile for the student who can spend only a limited part of his time on general studies. Whatever term is used, it is conceived as an opportunity for mature personal development and offers insight into the nature of man and his environment. Presumably, general education is to develop a person of aesthetic sensitivity, social responsibility, scientific understanding, and psychological maturity.

Dr. Marvin Ack feels that all our education institutions are failing to produce adults who are capable of taking part in the democratic process; they fail to understand that democracy is the highest and most sophisticated political system in existence and can work for them. In most institutions of higher education, students have limited opportunities to explore their aptitudes and competencies; they are not allowed to plan flexible programs that may be changed when the need arises; few students are asked to assist in the selection of the content of their courses; and little exposure is given to the world of work so that students know what is relevant to learn.

Academicians also fail to relate their disciplines to the practical world. Home economics claims to be the application of the root disciplines of economics, psychology, sociology, chemistry and life sciences. I am sure that most of you in vocational education have courses that contribute to social responsibility, scientific understanding, and psychological maturity among individuals but are not afforded the status of being classified as general education. Isn't it possible and proper that certain practical courses, such as home economics, be considered general education?

Few postsecondary institutions have realized their full responsibilities toward students who come from economically depressed homes and are not equipped to do average-caliber work in regular classes. Educators at all levels can no longer blame students' failure on student disinterest or lack of home background, but we must realize that we have not succeeded in reaching them. If postsecondary programs are to succeed, some positive ways must be found to teach effective communication, basic mathematical computations, and human relationships skills. Some community colleges are attempting to do this with special programs for the disadvantaged. One of the programs being established at Delta College, Bay City, Michigan, is a program for the "Forgotten Fourth" or the fourth-quartile high school graduate who is disadvantaged for one reason or another. Another general technician program for school-alienated youth has been proposed by the Department of Vocational Education at The Pennsylvania State University.

Another neglected group in most institutions of higher education is women. Some authorities suggest that women should take only liberal education, for most of them will marry early and should acquire only an area of specialization that they plan to use. Most educators feel, though, that women should have enough specialization so that their general education classes are meaningful. I only hope, while women take general education courses, that the academicians do not convey the usual stereotypes to them, for I have had women students tell me that their chemistry professors tried to dissuade them from taking a medical education.

Of special concern to education should be the mature woman who returns to school to continue her education. Many of these women are bewildered by the changes in education, and they feel so inadequate that they work too hard and alienate their young classmates.

In all fairness to postsecondary institutions, it should be noted that they are faced with an almost insurmountable task, for many of them are attempting to do remedial work with below-average students, to furnish community service, to develop a salable skill for a majority of the students, and to offer courses that will transfer to four-year institutions. Satisfying transfer requirements for some inflexible four-year schools is a challenge in itself.

Most postsecondary schools are trying a variety of innovations that include an interdisciplinary approach to general education, new careers programs, redefining of general concepts, offerings to keep women up to date, and other innovations. I guess general education in postsecondary institutions is just like all of education; there is a great deal to be done with not enough time or money to accomplish what is needed.

Directions in Relation to Current and Pending Legislation

by R. Frank Mensel

Quality of life has always been the first concern of this nation and its people. This theme, constant in American history, is richly expressed in the growth and development of an extensive national system of public and private education. It is expressed anew in the phenomenal growth of the two-year colleges—and in the opportunities such colleges provide for students, young and old, often excluded from higher education in the past.

In the 1960's college enrollment has tripled, technological and economic growth has quickened, society has increasingly urbanized. With these stresses, a federal commitment to education has occurred to the degree that an orchestrated, balanced response is needed from all federal departments. Above all, education today needs a ***reliable*** federal commitment—firm in extended funding cycles geared to carefully measured needs and high in its capacities for leadership, flexibility, and innovation.

Community college momentum thus far has been largely local. Such colleges have sprung forth in state after state, supported by local vision and will but rarely benefiting from either state or federal support to the degree that other segments of higher education have. Local support is, of course, central to both their strength and identity. But local support no longer will sustain either the immediate need or the fuller promise of these colleges. It hinges upon federal partnership.

Expanded federal support of higher education must begin with the fuller funding of already viable programs, enhanced by the application of the principle of forward-funding to all programs for which it is suited. Such public disillusionment as education contends with today can be traced in part, at least, to federal failure to fund the support pledged in various acts of the last decade. We recognize the responsibility of education itself to document its needs more precisely. But even where need has been thoroughly documented, the federal commitment simply has never approached the promise. Direct federal construction support has shrunk in the space of three fiscal years from $247 million to the complete elimination originally projected in the FY 1971 federal budget. We likewise deplore the attempts to eliminate equipment support from the current federal budget.

Dollars alone will not perfect the present programs. Equal in urgency is the need to restructure federal efforts. The first and most needed step toward that goal is the formation of a Department of Education and Manpower. Some 44 different agencies of the Federal Government are currently administering education programs. The Office of Education, the only agency concerned specifically with education at all levels and in all areas, administers more than 75 federal assistance programs. The complexities of recent federal enactment require the following: (1) an approach that cuts across existing agency lines; (2) a greater reliance on, and therefore very close coordination with, state and local government jurisdictions; and (3) a marshaling of both technical and administrative skills in wholly different combinations from those which have existed in the past.

The AAJC urges federal agencies to explore further decentralization of authority to regional offices, state departments of education, and urban centers. Today's heavy concentration of OE professional personnel in Washington makes access to administrators of federal programs expensive and impractical for many colleges. To ensure stronger attention to the special needs of two-year institutions, a junior-community college office should be created within the proposed Department of Education and Manpower.

There are other reforms and proposals recommended by AAJC that would change or strengthen postsecondary education. These areas of reform include the following: increased funding of The Comprehensive Community College Act, earmarked funds for community colleges in major programs, full authorization for facilities construction, continuation of library assistance, increased student financial aid, continuation of EPDA, full funding of the Vocational Education Act with stronger emphasis on vocational-technical education in postsecondary programs, start-up assistance for colleges offering new allied health careers, and increased veterans' assistance.

In research and future directions, the community college cannot abrogate its responsibility of asking hard questions about its progress and goals. Without continuous research, an institution cannot identify and understand past and present functioning nor meet the future effectively.

Although research in community colleges is a necessity for sound program development, the amount of the colleges' involvement in federal programs has been miniscule. We recommend federal support for a comprehensive program of research in the community college. This program could be developed by AAJC, working in cooperation with federal and state agencies and other institutions, and funded through existing federal programs. Such a comprehensive program would coordinate programmatic and experimental research projects so that researchers do not spend time re-inventing the wheel. Such a comprehensive program would provide data upon which administrative decisions could be made at the federal, state, and local levels.

Directions in Relation to the Nation's Manpower Goals

by Thomas W. Inter

To be able to establish manpower needs for the seventies, the local educational institution should develop and maintain a local manpower data bank. This can be done by utilizing national resources and data at the local level, including: (a) census, (b) population trends, (c) broadening the understanding of the work force, (d) mobility of technical and service personnel, (e) moving of the masses, (f) labor supply, (g) financial burdens and security, (h) educational manpower status, and (i) commitments by educational institutions.

A review of federal, state, and local government manpower agencies that can be utilized by educational institutions to develop, maintain, and evaluate a manpower resource bank should be made. This manpower data would be used for occupational and technical planning, instruction, and advisory committees. It could also be used for generating local educational statistics to support existing programs, funding, legislation, and community growth.

Accountability in Relation to the Nation's Manpower Goals

by Eugene L. Dorr

Vocational education in this initial year of the 1970's has a credibility gap that leaves it vulnerable in the current age of accountability! Vocational education lacks an accurate, up-to-the-minute delivery system that provides concrete data on the output or lack of output of the vocational education system to the manpower needs of this country.

"Is vocational education a major manpower training agency?" A recent abstract of a forty-page report from the office of the assistant secretary for Planning and Evaluation in Health, Education, and Welfare spells out key gaps in solid data for decision making at all levels regarding vocational education. One can surmise that something in the way of hard data is lacking if these comments are officially raised on whether vocational education meets the manpower goals. The observation comes at a most critical time because parents, taxpayers, and members of school boards and legislative bodies have all coined a new item for our educational jargon called "accountability."

The definition that describes accountability best is: "The ability to deliver on our promises." As vocational educators, have we been talking process or product results? Do we cite the number of students enrolled, dollars appropriated, and types of facilities and equipment utilized over numbers of students placed in jobs? Has our number one story been placement? Is our dropout record less than regular academic classes? Have we written specific measurable student-centered performance goals for our courses and programs?

Vocational educators must offer programs for the youthful student that provide the shotgun approach to job preparation rather than the rifle concept. Vocational education needs to give greater visibility to and opportunities for adult retraining and upgrading programs. Every secondary school in the United States should be an employment agency. Schools must recognize that employment is an integral part of education. Can vocational education provide such an accountability delivery system? We can if we all agree to get together and deliver the goods!

First, we need to agree to an enrollment and follow-up system that is compatible in all parts of the country. Second, we need to utilize a system that accepts the technology of computers to digest and expound rapidly on the data. Third, we need to engage an outside auditing group that will handle the data to give the enrollment and follow-up reliability.

State legislatures and Congress need accurate data that relates numbers enrolled by OE code to placement in the same OE code areas. Funding of vocational education could be coupled with our ability to produce. Legislative decisions would not be made on hunches but on audited results collected by a third party. The auditing authority should be charged to announce publicly the results that appear.

Accountability in Relation to Current and Pending Legislation

by John J. Light

All of us will concur with the point that we are accountable for our actions and results in education. Because educational results are difficult to measure, educators have not been held accountable in the past for school dropouts, loss or under-use of funds, poor building utilization, etc. However, the nation and its taxpayers are now demanding accountability in education as they do in business and industry. Vocational and technical educators, because of their industrial and business backgrounds, should be leading the way in education in terms of accountability.

Operation, equipment, and capital funds for postsecondary programs come mainly from government sources. Government funds are available only after legislation has approved them. This places us, whether we want it this way or not, in a position in which we must be accountable for knowledge in current and pending legislation. This is true because legislation does not just happen automatically, and funds are not always secured from passed legislation automatically.

We are to be held accountable for the legislative process as it involves us; to what extent is the debatable issue. Too often, we are all eager to share the output of the legislative results, but not willing to share in the input necessary to achieve favorable legislation. In fact, we often even miss part of the desired outputs of funds and benefits because of the lack of knowledge concerning passed legislation. Let us then look at the total picture of pending and passed legislation and be certain that we are accountable for these processes.

Legislative accountability must not be the result of accident and hit-or-miss procedures, but must be the result of a well-planned, organized program to exert the maximum from passed legislation and to insure favorable legislation. This plan could take the following form and steps: the guidance and information step would keep legislators, policy makers, public officials, etc., informed of favorable results and needs of current programs; during the legislative step, educators would help draft legislation and keep in close touch with legislators from committees to passage of legislation; once legislation were passed, it would be imperative that the latest legislation be received by each school and analyzed for thorough understanding and extent to which it could be used; the final steps would be implementing the use of funds by offering quality programs. Successful programs then insure success, and the process begins over again. These steps can be combined, altered, or added to, but the important point is that each institution should have a formal, planned program with a person responsible for input and output.

A group of Ohio postsecondary educators came to the following consensus on accountability and legislation: personal contact with legislators is needed, educators should work individually and through organizations, and many feel that a program or workshop could be sponsored by AVA or state groups for administrators.

Accountability in Relation to People Needs

by Walter J. Brooking

The Postsecondary Department represents a new and rapidly-growing part of AVA. Postsecondary education now can be found in various institutions: e.g., public, private, technical institutes; community colleges; and higher institutions of learning.

The publication "Criteria For Technician Education" may be obtained by writing Dr. Brooking.

We are accountable to students, parents, employers, ourselves as professionals, etc. Private institutions are accountable by the ledger sheet. These institutions that stay in business must be good. Therefore, it would be sound advice for public institutions to seek out successful private institutions for directions.

One of the purposes of postsecondary education is to provide a supportive type of worker who is near the manager.

There are serious deficiencies in many of our postsecondary institutions. A major deficiency is that too often classes are not filled. When this occurs, education becomes too expensive, or we have the tendency to group people together who do not belong together, thus weakening the program. The failure rate is too high. We need to make an effort to determine why this is high and correct it. If remedial or developmental programs are needed, they should be available. More programs are needed to give the public a larger and more realistic selection of careers. We neglect a large part of the population who did not get what they wanted or needed in high school. We need to link programs to this group. We must find a way to bring this group in and prepare them for learning vocations. Student development programs are needed!

Generally, postsecondary schools are doing a commendable job, but there are areas that need to be improved and we must all work together for these improvements.

SECONDARY EDUCATION DEPARTMENT

Proceedings Recorder:
Evelyn M. Robinson
COE Coordinator
Westlake High School, Westlake, Ohio

68/69

Department Planning Committee Meeting

December 4, 1970

The chairman, Tom Devin, called the meeting to order at 2 P.M. in Room 255 of the Jung Hotel, New Orleans, Louisiana, with the following members present: Boyd Gardner, Industrial Arts; LeRoy Cavnar, Vocational Guidance; Ellen Abbott, substitute for Louise Harding, Health Occupations; Arthur Jensen, Vocational Education Media Center; Nyna Keeton, D. E. Coordinator; Evelyn Robinson, COE Coordinator; Mary Smith, Home Economics; and Mercedes Vercher, Technical Education. Among the visitors were: Mildred Jackson, Distributive Education; Rosalie Risenger, Trade and Industrial, and VICA students Gary Hughes, Dover, Delaware; and Elizabeth Doyle, San Antonio, Texas.

Nyna Keeton presented the program report, in which the leadership development series was discussed, a program in which educators touring the country discuss leadership with all teachers. It was indicated that Monday's program made various comments on this development, and attendance at these meetings was urged.

It was recommended that the departmental meetings be held before the divisional meetings for future planning.

Mildred Jackson indicated the importance of the input that each department makes to the AVA. She stressed communicating from the heart, and that taking such communications back to the Resolutions Committee is extremely important. And it must be in writing—verbal take-back is not enough.

The year 1971-72 should be based on *evaluation*. The topic, Expanding Leadership Role Through Evaluation, was discussed, since so many serious problems evolve because of the lack of leadership in today's secondary schools. The motion was made by Arthur Jensen and seconded by LeRoy Cavnar that we as the Secondary Education Department be guided by the Leadership Role Through Evaluation in our 1971-1972 Program of Work.

Tom Devin, Chairman, prepared two resolutions with the assistance of a few committee members; they were approved by the entire committee and are as follows:

RESOLUTION

The following resolution is formulated in support of the Guidance Division's resolution to establish a branch for career development programs and services in the U.S. Office of Education.

Whereas, there is a need for career development and guidance for students in the public schools of the U.S.; and

Whereas, proper placement of students according to interests and abilities is beneficial to the students that they may be guided into worthwhile training for employment;

Therefore, Be It Resolved, that the Secondary Department of the American Vocational Association strongly supports the efforts of the Guidance Division and its Committee for Career Development and Guidance in recommending to the Associate Commissioner of Adult and Vocational Education that a branch for career development programs and services be established. Such branch to encompass the guidance services currently scattered throughout other branches as a means of giving visibility and impact to career development and guidance programs from the kindergarten through postsecondary and adult education.

RESOLUTION

Program of Work

Whereas, vocational education is being criticized by individuals in business, industry, government, and local citizens not familiar with the program; and

Whereas, labor is attempting to secure appropriations from the Congress of the United States for use in occupational training that could be better trained in vocational education offered in organized public schools; and

Whereas, Dr. Hardwick, Assistant Commissioner for Vocational-Technical Education, U.S. Office of Education, in his address to the twenty-third Convention of NVATA, emphasized the importance for communications in vocational-technical education;

Therefore, Be It Resolved, that the program of work for AVA for 1972 be: Expanding the leadership role of AVA through communications with:

1. business and industry
2. legislators—state and federal
3. national and state boards
4. local school administrators
5. local communities
6. other vocational divisions.

Approved by the Secondary Department of AVA.

As Vocational Educators We Must Be Sensitive to Human Needs

LEROY B. CAVNAR

State Supervisor of Vocational Guidance, Colorado State Board for Community Colleges and Occupational Education

December 7, 1970

Last spring, when I volunteered to address the Secondary Education Department on the theme of sensitivity to human needs, I was not yet aware of what a thought-provoking job it would be. Now I'm grateful to the young sailor in boot camp who was introduced to Admiral Thomas Moorer, the Chairman of the Joint Chiefs of Staff. The sailor was quite impressed but also equal to the occasion, for he quickly said, "Gee, sir, you've got a mighty important job and I surely hope you don't louse it up."

I've thought about that quite often, and I surely hope I don't "louse it up" today. As a matter of fact, I think that young sailor's remark pretty well sums up what the American people are saying about vocational education today. Vocational educators have a mighty important job to do and we'd better not louse it up.

How can we be sure we don't louse it up? Well, the answer is simplicity itself, but unless we vocational educators become completely sensitive to the needs of all people, we'll find that while the answer is disarming in its simplicity it is complex in its execution. It is simple because it means working for each individual as an individual and helping him become what he wants to be. It is the very essence of sensitivity. But it is so easily disarming because all individuals do not react to learning in the same way. Different individuals are motivated in different ways or are troubled by different problems that set them aside from other individuals. These differences are not restricted to social class or race; they are found everywhere. At this stage, then, complexity sets in, and it's the same kind of complexity that has beset traditional education with increasing frequency during the past decades.

Charles Silberman recently shook up the educational establishment with the publication of his book *Crisis in the Classroom.* His well-heeled resources from the Carnegie Foundation, assisted by a well-endowed staff of advisors, enabled him to document cases, and to point out that education can no longer remain a factory process of rote memory; it must put more emphasis on feelings and the imagination. Silberman has much support from many other quarters. If you have not already done so, I recommend that you read all the excellent articles in the October issue of the AMERICAN VOCATIONAL JOURNAL wherein school board members tell it as it is. In particular, John Ewan, president of the National School Boards Association, sounds a cry for sensitivity to human needs in his article entitled "A New Vocational Education."

Our colleges and universities all over the country are enmeshed in dissatisfaction and violence because the undergraduate years are little different from the high school years: sterile and devoid of imagination. Vocational education must avoid that trap. We must be sensitive to the wide variety of human needs of each individual—not of the masses. When you have completed the October issue, dig into the November issue with its many excellent articles concerning vocational education for the disadvantaged. Parenthetically, I suppose we are all disadvantaged when it comes to the area of sensitivity. Vocational educators, however, have the jump on other educators in many areas. Working with individuals on an individual needs basis is the heart of sensitivity.

I realize it is not possible for all of you to enjoy an advantage I have had within recent years, so let me tell you a little about what it's like to live among the products and by-products of our non-relevant school systems. It is a world where you develop a sensitivity fast, and it's a world I wish every teacher, present and future, would have to encounter before being allowed to continue teaching. It's an experience that's guaranteed either to make you so sensitive to human needs that you return to the classroom a better teacher—sensitive and empathetic; or else you become so revulsed that you get out of teaching completely. Either alternative would help education.

Come with me for a week and get down to the real nitty gritty, gut-level learning. Forget that your nice family and friends exist in their comfortable way of life. You'll have to forget them, or you'll never be accepted in your new environment. You are going to become the student, and your teachers are going to be the down-and-out, the school dropout, or the school pushout, the winos and those who go into a bar simply to erase their misery as soon as possible, the unscrupulous business man who exploits the human being, as well as the business man who is trying to do the right thing and help the human being. You'll find people from all backgrounds and cultures—the Anglo to be sure, but the Black, the many kinds of hyphenated Americans, and the Indian, too.

Wear some seedy old clothes and don't be too cleanly shaven. Check into a ghetto hotel—and try to act as if you belong there. Be careful how you talk. Listen carefully to conversation. Eavesdrop whenever you can so you can learn the language of the ghetto, and be careful whenever you speak—don't let your good middle-class English be evident. You'll discover that four-letter words abound, but you'll be surprised that some of them are words you'd like to use, too. *Love* is one of them. You have to make your own discovery about what it means at any given time. *Free* is another—spoken wistfully most of the time, when someone is trying to describe the hoped-for outward mobility, but spoken reverently whenever it describes a gift. You'll find others, too. They may hurt your ears, or they may sound good to you because everyone has hope and need. Get out on the street and walk. Learn the territory and listen so you'll know whether to run with the crowd or to run by yourself. And when you've got enough confidence in yourself—that you can hold your own with the ghetto crowd—then start talking. But not only start talking! Just as soon as you can, start listening. The more you listen the more you'll learn. You'll learn that people have many needs that no one has been sensitive to. You'll hear stories that will break your heart, so cry in your beer along with the rest of them; but it's only a cover so they'll tell you more.

Meet one of the guys who is willing to take you home with him. Maybe home is a shack with a dirt floor, some boxes for a table, and a couple of old mattresses to sleep on. Or maybe he's lucky and hasn't lost all his pride; he might have a wooden floor, and a rug and some furniture he's salvaged somewhere. Meet his kids and wonder if the cycle will be repeated. Not if you have your way, it won't. Now you're getting sensitized. But listen to some mothers. Provoke them to talk. See how they put down the teachers and counselors. They'll tell you that schools don't try to understand children—especially if they're different. No wonder they drop out.

Walk down the street with a young dropout who is trying to find a job. Watch in disbelief as a police car grinds to a halt and your young friend is up against the wall, spread-eagled. Try to find out what it's all about, and, if you're lucky, you won't get the same treatment.

Ah, rest! Sounds like a good idea. Besides, you've really gotten what you came for. You're sure you can be sensitive to every need a kid may have. You're going to help them all. Okay, back to the old hotel for a good sleep and a clean-up, and back home tomorrow—ready to put the new lessons to work.

You turn the key in the cheap lock and go into your room. Holy mackerel, what happened? Somebody has been there. Nothing left in the room. Your extra skivies and socks are gone. So is your razor and toothbrush. Good thing you didn't bring any money. Oh well, somebody else needed them, so *what the heck—call the* wife and have her come down for you. Incidentally, you ladies can have this experience, too. I know of at least two in this audience today who have, and they wouldn't trade it for the world.

Our AVA program of work deals with commitment and with accountability and evaluation. Let's briefly look at each, because, as we reflect on our topic, it becomes abundantly clear that sensitivity to human needs is an essential ingredient of commitment, as well as of accountability and evaluation.

Commitment to anything requires involvement. We are not committed to something unless we are involved with it, and it's only as we are actively involved that our commitment has any purpose. Also, nowhere in American education today is a group held more accountable for its actions than vocational education. Not only does the law hold us strictly accountable, but our own conscience holds us accountable. We have seen the results of neglect in the educational process, and have dedicated ourselves to the task of overruling that neglect by paying attention to the individual and his needs. None of us can do it alone. Never has it been more imperative for us to work together as a team. Vocational educators can no longer stand the luxury of exclusivism. We've got to become a part of the total education team just as other educators must become a part of our team.

The vocational educator of the 70's must be sensitive to the needs of these kids. We have to develop new attitudes toward basic values of our newer generation. We have to change our teaching style to accept them—to respect them. We have to understand them—and let them understand us—and we have to show a compassion that will tear out our old authoritarian and dictatorial hearts. And please note! Nowhere have I said that we must abdicate our responsibility; I have said that we must reorganize our priorities with these new understandings and attitudes. Mark these words clearly because if we don't do it, we're not going to be around when someone else takes over and does do it.

Our final charge to sensitivity is found in evaluation. Vocational educators, more than any other educators, lay it on the line when being evaluated. Our job is to train and send people out to the job. The product we send to the job must have the necessary skills and a great measure of human endurance and love of life. We take our raw product of untrained youth from many corners of life and send them forth as finished products into a new way of life. We awaken in them new skills, new feelings, new cooperations, and the knowledge necessary to identify each component of their work as a part of the whole finished product. Being sensitive to each new need during each new step of the way assures a skilled workman of sensitivity to his new co-workers, to his new career opportunities, and to his citizenship responsibilities.

Finally, I would like to share with you a portion of the master example of sensitivity as recorded in the twenty-fifth chapter of the Book of Matthew: "Then shall the Lord say unto them at his right hand, come you blessed of my Father, inherit the Kingdom prepared for you from the foundation of the world. For I was hungry, and you gave me meat; I was thirsty and you gave me drink; I was a stranger and you took me in; naked was I and you clothed me; I was sick and you visited me; I was in prison and you came to see me. And the Lord shall answer them saying, Verily I say to you, inasmuch as you have done it unto one of the least of these my brothers, you have done it unto me."

I could wish no more than to have that last sentence above recorded as my evaluation as a vocational educator.

Leadership Development for Vocational Education

National Association of Distributive Education Teachers and
Paul Rothaus, *presented by* Nancy Rose Campbell,
Westbury High School, Houston, Texas
December 7, 1970

This project offers teachers a new dimension by which leadership qualities may be revealed, formed, or expanded in students of various educational levels. For those educators who are innovative, these projects will provide a new challenge through participation and group action. No other topic is more elusive in a classroom than the subject of leadership! How does a teacher teach leadership? How can a student be helped to develop whatever latent talents he or she may have? These questions and others which you undoubtedly have asked yourselves demand answers now.

The Project Committee feels that the materials contained in the manual available can help each of us find some of the answers. The three "company projects" which are presented will involve our students in contact with people; thus they can be helped to an awareness of the need for sensitivity for the feelings of other human beings. Our students can be placed in situations within each project in which they can be helped to find and exercise their latent leadership talents.

The material available is usable in our classrooms and will challenge our high school and college students if we put it to use. Businesses are searching for the leaders of tomorrow, and these projects will help us develop that special quality in our students. Our students are interested in involvement with people—these projects will involve them.

Your Project Committee members urge you to study the available material carefully, with an open mind to seek out the uses and values of this project. The real value of the project will be realized only if it is put to work in the classroom, if it is enthusiastically presented to involve the students fully, and if the students are allowed to discuss each project openly after its completion. In short, whatever "payoff" results there are from this project will be realized by our efforts in the classroom.

Dr. Rothaus' creative abilities in designing the project so that it would aim at our specific area of marketing and distribution really made the project possible. His willingness to adapt techniques he had designed to our needs proved to be the major force in the production of the 1969 NADET Project.

Our wholehearted expressions of appreciation must go to our sponsoring institution, The Sears Roebuck Foundation, and to Robert J. Buzbe, their Youth Activities director, for the financial assistance in producing the finished project. If you can find it only half as stimulating and exciting as we do, it will accomplish its purpose and find a useful place in your classroom activities and in the learning experiences of your students.

How Vocational Education Can Meet the Needs of Business and Industry

WILLIAM F. MCCURDY

Vice President, Public Relations, Sears Roebuck and Company

December 8, 1970

You're not in the classroom to help business; the sooner business finds that out the better business is going to be. You are there to teach employable skills and you are there to help each young person reach his or her maximum potential. To the extent that you are successful, business will profit, and that is all that business can ask from you.

This afternoon I am going to talk to you about the following: venereal disease, menopause, abortion, unwed mothers, and bastard children—although actually, ladies and gentlemen, I have no intention of talking to you about any of these things. But I do mention them for a purpose; five years ago and certainly ten years ago the mention of the above terms would have found all the ladies in this audience and most of the gentlemen heading for the exit in outraged indignation. Today, we discuss them as casually as we would perhaps a recipe for coconut cake, and this is a symptomatic semantic sign of changing times in the world in which we live. Today we are playing in a new ball park—we have a new ball game and it affects us all and we all must change.

In my native state of Texas, there is a saying: "Cotton has moved west; cattle have moved east; the black man has moved north; and Republicans have moved south in the changing times." And never in the history of mankind has change been so rapid, so difficult to keep up with, and so difficult to understand. Because of failure throughout the history of mankind to recognize and respond to change, great civilizations have crumbled, kings and queens have been beheaded, dictators have been shot, political parties have lost power, and great businesses have perished.

Business has changed tremendously in the United States. Along with everything else we have all sorts of innovations today; we have the drive-in windows at the bank; we can go in and let the automobiles see their real owners; and even the Catholic Church has adopted the drive-in deal—they now have drive-in confessionals where a big sign says, "Toot and tell or go to Hell."

Now forgive me if I talk briefly about Sears Roebuck because Sears is what I know. I am with a company that will do in excess of $9 billion in sales this year. The company requires 360,000 employees and 3000 locations throughout the United States that require 23,000 manufacturers to supply us with our goods. We have 176,000 items for sale. I have been with this company for 33 years and 33 years ago 95 percent of these 176,000 items we offer hadn't even been invented, nor had they been developed. It is a fact that 50 percent had not been on the market as long as 10 years ago.

Businesses, like trees, always die at the top; and change in my business is a great concern, as it is in all businesses in the United States. We have glorified communications throughout the years.

What is a benefit risk idea? It is an idea which we must get across to the younger generation, and only we can do it because it requires experience, maturity, and wisdom, which are three qualities lacking in youth today. For every benefit there is a risk. The trick is not to destroy the benefit but rather to minimize the risk. It will require all of our good sense to sell the idea; we must keep our cool and not lose our tempers.

Society is not a foreign thing which we seek to impose on the young; we didn't make it; we have only sought to make it better. We are all creatures of our own environment. We need to set some ground rules. The younger generation has been freed from the nagging worries of providing clothing, food, and shelter because they are a product of an affluence that the older generation has created for them. Sensitivity is not the property of the young nor was it invented in 1950, but, today's generation is able to afford a hyper-sensitivity to social problems that we were not able to afford.

Society hangs together by the stitching of many threads, and no 18-year-old is the product simply of his 18 years; he is the product of 3000 years of the development of mankind. Throughout these years, injustices have existed and they have been fought, rules have been outmoded and they have been changed; doom has hung over man and has been avoided. Unjust wars have occurred. Pain has been the cost of progress, yet man has somehow persevered. If others are sincere in their beliefs and we are sincere in our beliefs, we cannot afford to go our separate ways; we must work *together*. What do we owe the younger generation? They should understand this: I think we owe people whom we bring into this world food, clothing, shelter, and whatever love and responsibility they earn; we even owe them the maturing experience of agitation. What we do not owe them are our souls, our privacy, our whole lives, and immunity from our mistakes or from their own.

We must appreciate and cherish private enterprise because if we don't, I can predict that twenty years from now one of our youth will be defending his generation against his own children who will say that they turned out to be a bunch of sociological misfits. We were the residual legatees of an economic value of Eden and have neither the good sense nor the strength to preserve it.

The Role of Advisory Councils in Evaluation of Vocational Education

DANIEL H. WOOD

Chairman of Arkansas Advisory Council, Vocational-Technical Education

December 8, 1970

To determine best the role advisory councils may play in the evaluation of a state plan, it would behoove us to examine the history of advisory councils in general. Further still, however, we should consider their statutory authority. But first let us consider the concept of advisory councils in general. Naturally, we know a council to be a body of men and women of varying numbers—some councils have as many as 100 members and others as few as 6 or 8. When we assign to a council the charge "advisory," we then have an established body whose function it is to provide advice, as opposed to a policy-making council.

However, progress has been made not because of people of "like ideas and aptitudes" performing a task; rather, we can base and credit progress on the interchange of ideas between men. Social and technological progress is much like a body of water. Unless it has movement coming in and going out of it, it becomes stagnant. Any planning agency must be constantly alert for an inbreeding of its philosophy and philosophical position. To be more specific, educational planning agencies must be constantly on guard against becoming set in their direction to the point of resisting any and/or all deviations. I earnestly believe this inbreeding or "setness," if you will, is exactly the reason the United States Congress passed what is known as the Vocational Education Amendments of 1968. This document, among other things, established advisory councils.

As a noted French statesman, George Clemenceau, said, "War is too important to leave to the generals." I submit to you: Education is too important to leave solely to the educators. The body of vocational advisory council memberships do not profess to be educators—we are not! We do not profess to be experts in teaching techniques, program planning, program financing, or in educational philosophy. However, we are affected immensely by the actions of those who are the experts. We are on the receiving end of the educators' efforts and of the educational process.

We are experts in people. Most advisory councils have on their rolls presidents, personnel directors, and many other corporate executive personnel. The men on these councils are vitally concerned with the skill levels of those people knocking on our doors. We know what we need and what we are getting. Tragically, all too often the two do not match.

State advisory councils can provide a great service if by no other means than simply complying with the law which created them. Some of their statutory functions are as follows:

1. To assist in the development of the State Plan
2. To provide advice to the State Board for Vocational Education as regards policies relating to vocational education
3. To evaluate vocational programs at least annually
4. To prepare recommendations concerning the states' annual and long range plans.

The Arkansas Council during its investigative processes sought the advice and counsel of state and national authorities in the field of vocational education, including Sam Burt of Washington, D.C.; the late Wade Martin of South Carolina; Frank Troutman, consultant and member of the University of Arkansas staff in Little Rock; and Jim DuPree of the State Board for Vocational Education. Comparing the findings of these experts with the findings of the Council's own study groups showed that 96 percent of all vocational programs were either: (a) agriculture, (b) home economics, or (c) vocational oriented.

However, the past 15 years have seen increasing amounts of industrialization develop within Arkansas. Also, Arkansas is now considered by census definition to be an urban state. Again, as with industry, we have Council members representing occupations such as marketing, health services, and other fields. Yet, when the Council evaluated the State Plan and existing vocational programs offered, we found that only one-third of our students could even take advantage of vocational education. And, of the total program, less than four percent of the students could enroll in vocational courses other than vocational agriculture or home economics.

The Council discovered that roughly 46 of every 100 students who enter the first grade are not receiving their diploma 12 years later. At this point I would add that the Council concluded that the 46 percent dropout rate in Arkansas could very well be a result of the school curricula—primarily college preparatory. Our schools teach as if 95 percent of all students will graduate from college when actually it is more like 15 percent. Consequently, we neglect the educational needs of 85 percent of our students, which is evidenced by the high dropout rate.

The duties and final role of advisory councils can be summarized as follows:

1. Knowledgeability about vocational education
2. Discernment of merits and deficiencies of the vocational education program
3. Correction of deficiencies in the program

4. Communication with those in the planning agency
5. Analysis of prepared plans to determine the capability of correcting problem areas.

Improving the necessary lines of communications is a top priority for next year. With an open line of communications, the advisory councils and state departments of education together can insure a constant movement into the body of water called vocational education.

The next meeting of the Secondary Education Department will be held in March (1971) in St. Louis, Missouri. Nyna Keeton will be the new chairman.

RESEARCH AND EVALUATION DEPARTMENT

Proceedings Recorder:
Helen Y. Nelson
Professor
Department of Community Service Education
College of Human Ecology, Cornell University

Planning Committee Meeting

1. The roster of attendees included the following: V. Burgener, chairman; G. McMahon; A. Miller; H. Nelson; W. Spence; R. Tomlinson; and N. Vivian.
2. It was moved by R. Tomlinson and seconded by W. Spence that minutes of of the meeting of March 6, 1970, be approved as presented.
3. The departmental program for the 1970 Convention was reviewed. The program as it appeared in the Convention bulletin was correct except for the omission of Jerome Kapes and Thomas Lorry as presenters in Topic V of the Monday afternoon session.
4. Gordon McMahon reported that copies of all papers to be presented will be received in advance of the program. This will facilitate getting these papers to the AVA to be published in the Convention proceedings.
5. V. E. Burgener reported a discussion with George Brandon concerning the difficulties that the cutback in research funds has caused. Included is our funding difficulty of "Research Visibility" in the AV JOURNAL. George Brandon has asked Vern Burgener to collect and report papers and proceedings concerning research that might be reported in "Research Visibility." Vern Burgener stated that this material is due at the AVA office by December 15. He asked that, if at all possible, the committee members assume the responsibility of collecting papers (or abstracts of them) concerned with evaluation and research presented at the various division meetings and give them to him prior to the end of the Convention.

   A discussion was held concerning the advisability of submitting complete papers or abstracts, length of abstracts, and techniques for collecting this information.
6. Vern Burgener explained a change of procedure with the AVA Board. As a result of this, he is to make a report to Subcommittee C of the Board on Monday, December 7. This is a new procedure.
7. A. Miller reported that The Center for Vocational-Technical Education at Ohio State University again offered a Research Training Program as a presession to the AVA Convention. Approximately 120 people attended the four programs held December 2, 3, and 4.
   The four programs were:
   a. Survey Research Application
   b. Systems Approaches to Vocational Education Research and Development
   c. Research Utilization
   d. Evaluation
8. The problems of structuring programs on research and evaluation were discussed. Some of the research is really relevant only to a single service area while other research has broader applications. As a possible solution, R. Tomlinson suggested that the first half of the program be devoted to general vocational education research, while the second half would be reserved for the special service areas to conduct their own meetings.
9. It was also suggested that the Research and Evaluation Department Planning Committee be composed of the chairmen of the Division Research Committees. There was no action taken, but Vern Burgener indicated he would discuss this with the Board.
10. Vern Burgener also discussed the AVA Evaluation and Accreditation Committee's serving as an advisory committee to the National Study of Accreditation of Vocational-Technical Education. The relationship to our

Committee was discussed. The Committee has asked Vern Burgener to raise this question to the Board.

11. Dr. Crabtree reported on the 1971 Program of Work. A questionnaire on this was distributed. This questionnaire will be distributed to the state affiliates to help them evaluate their activities in relation to the Program of Work. Dr. Crabtree asked for reactions to the questionnaire. Several suggestions were received.
12. Chairman Burgener asked the Committee for any resolutions which they might wish to be submitted to the Resolutions Committee.
13. The Committee voiced a concern about the difficulty of getting federal research funds released. The following resolution was proposed:

    "Whereas funds have been appropriated for vocational education research, but have not been released, we the members of the AVA do evidence a concern for the continuance of vital and valid research efforts.

    Be it resolved, that the AVA use all means at its disposal to seek the immediate and full release of those funds."

An Analysis of Student Teaching Problems as Perceived by Student Teachers and Cooperating Teachers in Vocational Home Economics Programs

CAMILLE G. BELL, *Chairman and Professor, Department of Home Economics Education, College of Home Economics, Texas Tech University*

This study was to determine (a) the problem student teachers themselves felt that they had during their student teaching experiences, (b) problems the cooperating teachers believed their student teachers had, (c) problems which were thought to be institution-oriented, (d) problems which were believed to be student-oriented, (e) correlation of perceived problems to certain demographic variables, and (f) correlation of perceived problems and the size of the student teaching center.

Data were collected by a 105-item rating scale questionnaire based on problems obtained from interviews with student teachers, cooperating teachers, and college supervisors. Responses showed seven broad problem areas: (a) preparation and presentation of lessons, (b) control of homemaking students, (c) communication with the college supervisor, (d) communication with the cooperating teacher, (e) management of time, (f) evaluation of homemaking students, and (g) portrayal of a professional image. Problems were also classified as to whether they were caused by lack of institutional preparation or by the failure of the student teacher to use her personal resources. Of 130 questionnaires distributed, a total of 90 were completed and returned, 43 from student teachers and 47 from cooperating teachers. The Binomial Parametric Formula was applied to the numeric card summary to determine the significance of rankings. The Pearson r was used to obtain correlation matrices.

Major findings revealed the following: (a) 58 out of the 105 items were reported by student teachers as significant at the .01 level; (b) 48 out of 93 appropriate items were considered significant by cooperating teachers at the .01 level; (c) the greatest difference in rank between problems reported by student teachers and cooperating teachers was that student teachers were more concerned about classroom control of their students, while cooperating teachers designated preparation of lessons as the greatest problem of their student teachers; (d) the two broad categories in which the highest percentage of problems as perceived by both student teachers and cooperating teachers were difficulties in using effective techniques of teaching and in coping with student distractions; (e) both student teachers and cooperating teachers considered 17 problems to be due to institutional preparation—however, these problems were not ranked in the same order; (f) there were only two positive and two negative correlations of problems designated by student teachers and cooperating teachers; (g) there were no significant correlations between problems perceived by student teachers and their grade point average or their socio-economic backgrounds; (h) the size of the student center correlated negatively with the area of communicating with the cooperating teacher.

The wide difference in the way student teachers and cooperating teachers perceived teaching problems encountered during student teaching indicates that more emphasis should be placed on in-service meetings in which educational theories and practices can be shared with both groups.

The lack of significant relationship between the types of teaching problems perceived by student teachers and cooperating teachers and their socio-economic status as indicated by Warner, et al., suggests the possibility that teacher education programs have a greater influence on student teachers' perception of their effectiveness than do their backgrounds.

Teacher education programs must develop more effective methods of extending communications among the student teachers, cooperating teachers, and teacher educators. They must become realistically involved in the process of problem-solving in the student teaching field in regard to both affective and cognitive aspects. Such an approach could free student teachers from some of their anxieties and focus on the process of teaching students to think and act constructively in the face of the constantly changing demands of society.

Massachusetts and New York Evaluation Service Center for Occupational Education

LOUIS A. COHEN, *Chief, Bureau of Occupational Education Research, State Education Department, New York*
WILLIAM G. CONROY, *Director, Research Coordinating Unit, Massachusetts Department of Education*

Massachusetts and New York are jointly developing an evaluation process to meet the program evaluation needs of occupational education in each of the two states. The Evaluation Service Center is designed to test the feasibility of establishing and maintaining a process of program evaluation for each state in a way consistent with a philosophical principle which holds that program objectives in occupational education should be determined by local educational agencies (LEA's), not perscribed by central authorities. The Evaluation Service Center is essentially a major attempt to bring increased accountability to occupational education focused on student achievement, but not at the cost of program rigidification within a state.

The Evaluation Service Center is purposefully designed to avoid imposing any constraints on operating programs, either directly or indirectly. It is not structured to become the "tail that wags the dog," the unfortunate outcome of many statewide evaluation programs. The Evaluation Service Center is conceived as a flexible mechanism to treat the evaluation needs of a dynamic educational process. It is not the purpose of the Evaluation Service Center to contribute to the standardization of instructional practices in occupational education, but rather to describe and feed back evaluative data in such a way that growth and experimentation are encouraged. The program evaluation process supported by the Evaluation Service Center assumes the simultaneous existence of multi-standards within occupational education programs and across LEA's. The Evaluation Service Center is designed to provide continuous information feedback to LEA's within this context, a task considerably more difficult than the standardized testing approach, but a process hypothesized as being more supportive of effective educational practices.

Although the Evaluation Service Center is designed to treat each LEA as a separate entity, the impact of occupational education within a state as defined by the variables treated by this project, i.e., student achievement, is a summation of outcomes attained by LEA's. Therefore the Evaluation Service Center not only feeds back information which describes the degree to which LEA's achieve their objectives, but the degree to which the state achieves its objectives in occupational education.

A classification system for behavioral objectives or, more specifically, for capabilities which educational programs are designed to produce has been devised. The system is adapted from the work of Benjamin S. Bloom, David R. Krathiwohl, and others. The fundamental purpose of the Capability Classification System is to provide an analytical tool to render the product of the Evaluation Service Center more useful for the purpose of program modification in a manner consistent with the philosophical principle on which the Center was established. Without such a classification system, the program modification potential offered by the Center would be extremely gross. The Capability Classification System allows institutions to deal with specific elements of programs and provides feedback on the specific capabilities these elements are designed to develop. If it were not possible to differentiate behavioral objectives by capabilities across occupational programs and institutions, program modification would continue to occur in the absence of educationally important information.

The Capability Classification System is designed to be useful to and usable by both the practitioner and the educational researcher. Indeed, this is a difficult gap to bridge. The success of the system will be directly related to its ability to meet the needs of both audiences, in such a way that communication can occur. Both groups must reach out and adopt this or a related system if the Evaluation Service Center and similar evaluation projects are to reach their full potential and become important change agents in education.

At this point in time 10 schools in both Massachusetts and New York are working with the Evaluation Service Center in developing various components of the program evaluation system. Essentially the Evaluation Service Center assists participating schools in describing occupational programs by behavioral objectives, provides tests to measure student performance on locally determined objectives, provides data analysis and feedback services for LEA's and state departments, and instructs personnel in the use of program evaluation data for program modification. Major areas of development activity are the following: processes to systematize, code, and store behavioral objectives; alternative form performance tests to measure a variety of behavioral objectives entertained at different levels of specificity by LEA's within the states; and procedures to describe student growth in occupational education programs.

The Mobility of Pennsylvania State Two-Year Technician Graduates

ANGELO C. GILLIE, *Associate Professor, Department of Vocational Education, College of Education, The Pennsylvania State University*

The total population consisted of approximately 6,200 graduates of electronics and drafting design curricula from the years 1955-69. Thirty-three percent of this population was drawn in a stratified random manner. Fifty-three percent of our sample responded after a series of three follow-up letters. Eleven percent of the questionnaires were returned by the post office as being undeliverable. A 14 percent random sample was taken from the remaining nonrespondents for the purpose of comparing them with the original respondents. They were contacted by telephone, which resulted in an 87 percent response. The Pooled Variance T Test was used to compare these two groups on 59 items and it was found that the nonrespondent group was not significantly different from the respondents. On that basis we were able to make general statements about the entire population from which the sample was drawn.

The zero-order correlation matrix and least squares regression analysis techniques were used in identifying relationships between these mobility factors and other data obtained in the survey. Included among these are job characteristics (in the people, data, and thing dimensions), quality of instruction, relevancy of course work, and present and initial salaries.

Some of the results are as follows: (a) two-thirds of all graduates are living in Pennsylvania at this time; (b) the drafting design groups experienced a greater number of simultaneous job and resident changes, while the electronics technology graduates averaged a greater number of job changes with different companies; (c) a greater number of the drafting design groups than the electronics groups moved distances beyond 200 miles for their first job, but a larger number of electronics groups moved beyond that distance for their present job. The results are presented in terms of (a) the entire group on a curriculum basis, and (b) each graduating class from 1955 to 1969 on a curriculum basis.

Exploring the Use of The Ohio Trade and Industrial Education Achievement Tests

THOMAS E. LONG, *Assistant Professor, Graduate Studies and Research, Department of Vocational Education, The Pennsylvania State University*
JEROME T. KAPES, *Graduate Assistant, Vocational Industrial Education, Department of Vocational Education, The Pennsylvania State University*

The purpose of this investigation was to uncover evidence pertaining to the criterion related validity of the *Ohio Trade and Industrial Education Achievement Test* (OTAT). This problem is of current importance because of the need to identify valid criteria for program evaluation which could be used on a national basis.

The sample utilized for this study consisted of eleventh and twelfth grade male students enrolled in the Altoona (Pennsylvania) Area Vocational-Technical School during the spring of 1969 and 1970. The 1969 sample included 195 students enrolled in seven trade areas (auto mechanics, basic electricity, basic electronics, mechanical drafting, machine trades, printing, and sheet metal). The 1970 sample included 197 students from nine trade areas (the original seven areas plus auto body and welding). All the eleventh and twelfth grade students in these shops were tested with the OTAT during March of 1969 and 1970. Three independent variables included in the OTAT battery which were selected for study were the *California Survey of Mental Maturity* (CSMM) total raw score, *Stanford Arithmetic* computational section raw score, and the *Trade and Industrial Achievement Test (T & I Achievement)* total raw score. The criterion for the study was the grade assigned by the shop instructor at the end of each year. The *T & I Achievement* total test scores and end-of-year shop grades were converted to standard scores separately for juniors and seniors within each shop to permit grouping all shops together in order to achieve an adequate sample size.

The statistical technique used in the analysis was the Pearson Product-Moment

Zero Order Correlation. The correlations between each of the three independent variables and the criterion shop grades were computed for both junior and senior students for the 1969 and 1970 samples. In addition, a longitudinal comparison was conducted between all four variable scores obtained by the 1969 juniors and the scores obtained by the same students one year later who were then 1970 seniors.

The *T & I Achievement Tests* yielded moderate correlations with shop grades ranging from .31 to .45. The longitudinal data indicated that the *T & I Achievement Test* scores were fairly stable over a one-year period (r = .49). The following conclusions were drawn from the study:

1. That shop grades contain a large component which is not related to ability or knowledge of the subject matter. Apparently shop instructors consider much more than the acquisition of factual knowledge of the trade when assigning grades.
2. That *T & I Achievement Test* may validly measure those aspects of achievement which can be easily reflected in a paper and pencil knowledge test, but measures only a small portion of whatever it is that shop instructors base grades on.
3. The *T & I Achievement Test* may be useful as an evaluation tool when that evaluation is concerned with the course content. Course grades may be a more appropriate measure when a more global concept of school success is desired.

The Effectiveness of Structured Occupational Experience for Instructors of Agricultural Occupations

ALFRED J. MANNEBACH, *Assistant Professor, University of Kentucky*

The purpose of this investigation was to determine the effect of an intensive four-week experimental educational program involving structured, on-the-job occupational experiences in agricultural firms, plus related classroom instruction, on the behavior of instructors of agricultural occupations.

The population for the study consisted of Illinois high school and junior college instructors of agricultural occupations who were conducting concurrent work-education programs in agricultural firms and who applied to enroll in the experimental educational program offered by the Agricultural Education Division, University of Illinois. Two independent random samples of 11 high school instructors were selected from the 22 high school instructors who applied; one group was designated by lot as experimental, the other as control.

On completing the program, both groups responded to three instruments designed to evaluate partially the experimental educational program: (a) test of knowledge, (b) attitude scale, and (c) card-sort inventory. Junior college instructors enrolled in the program were pre- and posttested on the same instruments.

Additional evidence consisting of objective ratings and descriptive statements concerning the effectiveness of certain aspects of the program was collected from participating agricultural businessmen as well as the high school and junior college instructors who completed the program.

Of the six hypotheses formulated for the study, one yielded significantly different results at the .05 level. The mean posttest scores of the junior college instructors completing the program were significantly higher than their mean pretest scores as measured by the test of knowledge used. No significant differences were found based on the other hypotheses formulated for the study.

The over-all reaction to the program, as rated by the participating agricultural businessmen and the instructors enrolled, was excellent to good. Their cooperation, enthusiasm, and over-all ratings indicated that the experimental educational program was meeting a critical in-service need of instructors of agricultural occupations.

Utilization of Centralized Computer Data System

William A. McIntosh, *Vice President, Educational Planning and Evaluation, Central Piedmont Community College, North Carolina*

Computers have had wide acceptance in education in several areas of application: in the instructional process itself; as information processing tools to serve teachers and other instructional staff, school administrators, and boards of education; and as research tools in educational, operational, scientific, and scholarly research. Extensive use of computers nationally has been made in large institutions and educational organizations having recourse to necessary funds: colleges and universities, large elementary and secondary school units, community colleges and technical institutions, and state departments of education. The slower rate at which smaller units and institutions have utilized computer services has been primarily a matter of economics rather than applicability.

A categorization of the areas of application currently implemented is outlined as follows:

I. Instructional applications—use of the computer in the actual instructional process rather than as a processor of operational and research data
  A. The computer as the object of instruction
    1. Vocational education at several skill levels
    2. Enrichment instruction in the principles of data processing and automation
  B. The computer as a problem-solving tool
    1. Laboratory sessions in science, mathematics, business, and the humanities
    2. Enrichment laboratories in the techniques of heuristic problem-solving for gifted students
    3. Simulation and gaming
  C. Computer-assisted instruction: the computer as a tutor or drill-and-exercise master in administering course material to the student.

II. Information-processing applications
  There are, of course, hundreds of information processing tasks performed in schools by administration, teachers, clerks, and often students, which can be successfully mechanized. It is also important to consider the many tasks not performed because of manpower shortage, or sheer magnitude of the operation, which would be of considerable educational benefit.
  A. Business accounting
  Total school system efficiency can be greatly improved through the mechanization of such jobs as: payroll processing, personnel record-keeping, supply requisitioning and inventory control, facilities inventory and accounting, fiscal accounting, library acquisition and circulation control, budget preparation, bus scheduling, audiovisual aid booking, cafeteria accounting, etc.
  B. Student record-keeping
  Applications of this nature are of immediate benefit to school personnel working directly with students: teachers, guidance counselors, media supervisors, attendance officers, etc.
  C. Research applications

> This category is intended to embrace all the many studies, analyses, and tasks which school personnel would like to accomplish but simply do not have the time to do. Examples include the following: grade predictions, drop-out studies, college studies, pupil data correlations, community surveys, operational analyses and evaluations, and independent research projects by faculty and students.

The real problem, however, is not what might be done with data processing services or how these services can benefit education, but how to provide maximum service at minimum cost. Some units and institutions will develop independently, but it is doubtful that the majority will have the economic resources to progress very far, at least in the foreseeable future. Equal opportunity for all school children demands central guidance and assistance. The method which seems to provide the solution is creation of regional computing centers and area-wide data processing services. Several states are already in the implementation phase of regional centers, while many more are planning such operations. The regional center approach has the advantage that many users can share a sophisticated computer system and staff of high competency.

It is recognized that a regional computing center network will require much effort and time to plan and implement successfully. Progress should be deliberate, but the effort should begin as soon as possible.

The principal risk in planning for a regional computing center network is that units and institutions are discouraged from initiating independent ventures: the attitude adopted is that independent effort will prove wasted when centralized service is implemented. Nothing could be further from the truth. The more experience gained and the greater the penetration of data processing utilization, the easier the conversion to regional center use will be. Also, it must be realized that full regional center operation will require a matter of years to implement.

Program Development for Training Homemaker-Home Health Aides

MARIE MEYER, *Associate Professor, Department of Vocational Technical Education, Rutgers University, New Jersey*

Thirty-nine selected participants were involved in the two-week noncredit workshop, July 1-12, 1968, on Douglass Campus, Rutgers University. The participants represented 21 states and Puerto Rico. Professionally the participants were (a) directors and consultants from Homemaker-Home Health Aide Agencies, (b) vocational-technical home economics education consultants, coordinators and supervisors, and (c) home economics classroom teachers and coordinators of home economics-related occupational programs at secondary and adult levels.

The content and procedures for the two-week workshop were planned for participants, resource persons, and consultants to work together so that they might—

1. Develop plans to improve and expand programs to train homemaker-home health aids.
2. Demonstrate ability in using the resource guide, *Homemaker-Home Health Aides Training Manual.*

Experiences during the two-week workshop, July 1-12, 1968, included orientation to the recently developed resource guide, *Homemaker-Home Health Aides Training Manual,* and the development of beliefs and a basic philosophy of the role of homemaker-home health aide services to families in times of stress or crisis situations. Approximately one-half the time of the workshop sessions was devoted to methodology, field trips, and group dynamics appropriate to reinforcing learning experiences related to the content of the training guide. Opportunities for coordination with vocational-technical educators for promoting and expanding training programs were emphasized. Each participant submitted a projected plan for interagency cooperation and coordination in exploring community needs and existing programs (if any) as a basis for initiating and/or expanding homemaker-home health aide services and training programs.

Evaluation concentrated on the desired outcomes of the 10 all-day workshop sessions. Measurement of attitude change during the concentrated experience in relation to the status and limitations of the trained worker, impact of federal legislation, interrelationships with community agencies and professional personnel, and the learning process was based on a Likert-type scale and a semantic differential attitude measuring device.

Total effectiveness of the workshop and the extent to which workshop objectives as expressed by participants were met and were judged by participant response on checklists at intervals during the sessions. The comfort of the arrangements and facilities available for the participants was surveyed early during the workshop sessions and adjustments made to the extent possible.

The two attitude scales used with the workshop participants and the control group supported the alternative hypothesis that attitudes toward the field of homemaker-home health aides were changed as a result of the two-week workshop. The sum change of attitude toward 20 statements on the Likert-type scale was ranked and analyzed by the ***Mann-Whitney U Test***. The test yielded a value which permitted rejection of the null hypothesis at the .002 level (the normal deviate $z = 3.18$). The semantic differential attitude measuring devise was analyzed by the Chi Square method ($X^2 = 9.73$). The alternative hypothesis was accepted with two degrees of freedom at the .01 level of significance.

Follow-up six months later, January, 1969, consisted of reports on progress made on projected plans in terms of interagency and intra-agency contacts, training programs initiated and/or expanded, and adaptation and use made of the training guide. The director and administrative assistant made follow-up visitations in January, 1969, to 11 participants in 10 states participating in interagency meetings and promoting coordination and cooperation with vocational-technical educators interested in home economics-related occupational programs.

A significant change in attitudes of the participants during a concentrated two-week workshop was indicated as a result of comparing responses of participants to non-participating control group members. Thirty-five participants (90 percent) indicated that their personal and professional objectives in attending the workshop had been achieved, and follow-up reports six months later indicated that those reporting (92 percent) had been motivated to make many inter- and intra-agency contacts (1498), initiate 36 programs, expand 68 programs, propose 77-82 programs, and share the training manual with 687 people and an additional 16 groups and 58 counties in which the number of people was not identified.

Conclusions drawn from follow-up and evaluation indicate that the greatest progress as a result of the workshop was in initiating inter-and intra-agency dialogue and contacts, which is basic to initiating, promoting, and/or expanding training programs. A limited number of new training programs were initiated in coordination with vocational-technical (home economics) educators. Additional programs were reported to have been expanded through the joint efforts of health and welfare agencies, both public and private, some in coordination with vocational-technical educators. In many states interagency funding and placement of trainees is severely handicapped by the specificity of laws, and regulations governing supervisory requirements in many states are deterrents to coordinated efforts even between health and welfare agencies.

Selected Leadership Dimensions of Management Personnel in Vocational Education, General Education, Industry, and the Military

JOHN B. MOULLETTE, *Associate Professor, College of Education, Washington State University*

The study assessed behavior and leadership dimensions of top, middle, and lower management personnel in four occupations—vocational education, general education, industry, and the military in relation to communications, human relations, and style and technique as perceived by in-service management personnel.

Two hypotheses were formulated: (a) there is no significant difference in total scores among leaders in the four occupations when measured by a three-part Leadership Questionnaire (LQ), and (b) there is no significant difference in total scores among three levels of leaders in the four occupations when measured by a Leadership Questionnaire (LQ) and by the three different parts of the LQ.

A revised Leader Behavior Description Questionnaire (LBDQ) was constructed. This consisted of 45 (15 each) communications, human relations (integration), and style and technique (initiation) items whose tetrachoric correlation coefficients were relatively high between each item and the total dimension score. The survey research technique was extended to a random sample and a selected stratified sample of the population, consisting of 120 management personnel—40 in each management level.

Means were obtained for each part of the LQ and the total LQ. Analysis of variance was employed to test differences in mean scores among occupations and management levels. When significance was indicated by the F test, the Duncan Multiple Range Test was used to determine significance of means among occupations. Nonparametric statistics were used to evaluate demographic data.

One hundred twenty management personnel responded to the test instrument, 30 in each occupation and 40 in each management level.

Hypothesis number one was not rejected; hypothesis number two was rejected. Significant statistical differences among the total scores of the four occupations variable occurred for the dimensions of communications and human relations, but did not occur for the total instrument or the style and technique part of the LQ.

The three levels of management personnel in the four occupations are in agreement in their perceptions that the dimensions of communications, human relations, and style and technique are behavioral characteristics of leaders sampled. However, management personnel in the military perceived the behavioral characteristics as centering more on the dimension of communications than on the other two dimensions, and management personnel in industry perceived the behavioral characteristics as centering less on the dimension of human relations.

Studies ought to be initiated to determine the reason for the perceptions of military management personnel with regard to the communications dimension and the reasons for the perceptions of industrial management personnel with regard to the human relations dimension.

The Impact of Vocational Training on Vocational Maturity

DAVID J. PUCEL, *Department of Industrial Education, College of Education, University of Minnesota*

HOWARD F. NELSON, *Department of Industrial Education, College of Education, University of Minnesota*

DARRELL HEITZMAN, *Department of Industrial Education, College of Education, University of Minnesota*

DAVID N. WHEELER, *Department of Industrial Education, College of Education, University of Minnesota*

The utility of the *Vocational Development Inventory* as an instrument to be used to counsel persons in terms of vocational-technical programs is questioned, based on the results of this study. The instrument appears to have been developed in such a way that aspiring to a typical vocational program would give a person a low score as contrasted with persons aspiring to professional level occupations independent of how well-thought-out their vocational plans are. The basic factors contributing to this bias appear to be an interest continuum favoring persons interested in professional occupations and an intelligence continuum favoring the more intelligent.

This substudy also revealed that post-high school vocational training has a differential effect upon the vocational maturity of persons enrolled in different training programs as measured by the attitude scale of the *Vocational Development Inventory*. Persons enrolled in technical programs significantly increased in vocational maturity, while persons enrolled in skilled and sales/clerical programs did not. Also, it appears that persons with relatively low VDI scores who are not accepted for training and who enter employment do increase their VDI scores to a level similar to that of those who have taken part in training. Such a finding implies that experience in the world of work has the effect of increasing the vocational maturity of persons who originally have relatively low levels of vocational maturity as measured by the VDI.

Research Findings: Senior Intensified Program

JEANNE REED, *Director, Business Education, Detroit Public Schools*

The Senior Intensified Program (SIP) is a curriculum pattern that aims at providing an entry occupation skill in one year at the senior high school grade level. Through this program, students who reach their senior year without having taken traditional courses in office or distributive education can still prepare themselves for employment before their graduation from high school.

Specifically, Senior Intensified Programs have been developed for the following cluster of entry occupations:

Data processing—assistant computer console operator
Distributive education—sales person
Office education—clerk-stenographer or clerk-typist

In the development of materials, emphasis was placed on essential job needs, not on all the many things that have traditionally been taught in business classrooms for some nebulous future time. These minimal essentials are taught in an 80- to 100-minute period of time. Related work experience is an integral part of the program.

All teaching materials and teaching methods were developed by Detroit high school business teachers under the leadership of Dr. Fr[illegible] Cook, Chairman of the Business and Distributive Education Department, Wayne State University, in cooperation with the business education supervisory staff of the Detroit Public Schools. Findings from the research study, "Opportunities and Requirements for Initial Employment of School Leavers with Emphasis on Office and Retail Jobs" (USOE Project #2378), provided the basis for the tasks and units included in the instructional materials.

For a two-year period, students from 12 Detroit high schools were enrolled in 26 sections of SIP to test the effectiveness of the program.

Follow-up research has been conducted with a two-fold purpose: (a) to determine whether or not sufficient skill can be taught to senior students who have not had previous business courses to prepare them for entry-level employment; (b) to compare the effectiveness of the Senior Intensified Program with the traditional high school business currriculum.

Both graduates of the Senior Intensified Program and of the traditional programs and their employers were interviewed by trained interviewers to pursue this research.

Statistically, there were no significant differences between the rating for the outputs for the Senior Intensified Program and the traditional program. Yet, the Senior Intensified Program was successful in preparing students in less than half the class time required by the traditional. Employers were satisfied with the performance of the outputs from either curriculum pattern.

A low percentage of the outputs of both systems had never been employed during their first year after graduation from high school—2.5 percent for SIP and 1.6 percent for the traditional. The majority of jobs held by the outputs of both curriculum patterns were predominantly in occupations related to their training, and both systems taught the basic tasks that were reported as used "on the job" by the outputs and their employers. It should be noted, however, that the SIP graduates accomplished their preparation in 50 percent less time than did the traditional graduates.

Curriculum planners will do well to consider incorporating senior intensified programs into their school schedules. Similar intensified and integrated laboratory programs must also be explored for inclusion at the tenth and eleventh grade levels to provide secondary office and distributive education for those students who decide on a business career earlier than their senior year. Some level of entry job competency must be considered for those students who drop out of high school or out of the advanced program before their graduation.

Carefully-articulated intensifed and integrated programs can provide entry level job skills to serve the needs of a variety of students at a variety of levels in a shorter time than the traditional series of subject-oriented courses.

Evaluation of a "Vocational Awareness" Program in the Elementary School

JOHN M. WILSON, *Director, J. M. Perry Institute, Yakima, Washington*

Children's attitudes toward the world of work are formed at a very early age. Parents, peer groups, and teachers all tend to direct the child toward the occupations requiring a baccalaureate.

The Research Coordinating Unit of the state of Washington supported evaluation activities designed to develop awareness of occupations on the part of elementary children, their parents, and their teachers. These activities have continued for three years and a fourth year has been funded.

The first summer consisted of vocational appreciation activities with children in grades 4-6. The activities consisted of field trips, resource speakers, and interdisciplinarily articulated classroom activites. A pre- and posttest with the experimental group and a control group provided a basis for evaluation. Success of the initial summer's work demonstrated the need to experiment with grades K-3 children. Project approval was granted. It was determined by this activity that children of this age level do apprehend the concepts appropriate to their maturity. Anecdotal records were evaluated.

It became apparent that the real need was to get the philosophy of vocational awareness to the classroom teacher so that it could be integrated into the classroom subjects of the academic year. To do this, two college extension classes have been held. A follow-up questionnaire to determine the effect upon the attitude of these teachers and their use of the procedures in the classroom has been tabulated. Positive results are indicated.

An Education Professions Development Act (EPDA) institute is now in progress as one more step in this continuing activity. Twenty-four teachers are working with 300 children in grades 1-6 to evaluate methods of developing vocational awareness.

A mobile classroom will take "Vocational Awareness" to the schools in the 1970-71 school year. This project includes a "Vocational Awareness" specialist.

SPECIAL AND RELATED PROGRAMS DEPARTMENT

Proceedings Recorder:
Wilma B. Gillespie
Practical Nursing and Health Occupations Education
West Virginia Department of Education

The Special and Related Programs Department of AVA had one department planning committee meeting and two general meetings during the 1970 AVA Convention.

DEPARTMENT PLANNING COMMITTEE

The planning committee met at 2:00 P.M. in Room 259 of the Jung Hotel in New Orleans. The chairman, Pat Atteberry, presided. Others attending were Ruth Smith, Mildred Blair, Merle Bodine, James Russell, Charles Drawbraugh, and Wilma Gillespie. Donna Seay, vice-president of New and Related Services, served as AVA advisor.

Merle Bodine nominated Wilma Gillespie for chairman of the Department for 1971. The motion carried. Ruth Payne Smith, program chairman gave a report of the 1970 convention for the program for the Special and Related Programs Department. Planning entailed input from all state departments of education which have special needs programs. Wilma Gillespie cited for the program chairman her convention address for forwarding copies of presentations for the CONVENTION PROCEEDINGS DIGEST. The chairman summarized the purposes of the Special and Related Programs Department for the new member, James Russell, who represents the Technical Education Division.

The problem of overlapping meetings at the AVA Convention was discussed. Charles Drawbraugh made the motion (which carried) that Department meeting time be reduced from two three-hour programs to one three-hour program (that four department groups meet one day and three another day). One suggestion listed the Secondary Education, Postsecondary Education, Research and Evaluation, and Special and Related Programs Departments on one day and the Adult Education, Supervision and Administration, and Teacher Education Departments on the other day.

Suggestions for the 1971 program were solicited. The following suggestions were given to Pat Atteberry, who will be the 1971 program chairman: (1) vocational education for the disadvantaged, and (2) a field trip (by ticket sales) to a place such as the Job Corps Center for drop-outs in Portland or to the Astoria program.

Theme

The theme for the general meetings was "Serving People Through VEA." Merle Bodine served as host for the first general meeting and Mildred Blair served as hostess for the second. Wilma Gillespie served as recorder and Pat Atteberry as chairman for both meetings.

GENERAL MEETINGS

Monday, December 7

The first general meeting, held at the Jung Hotel, had as its topic "implementation." The 33 members who were present were privileged to hear Robert M. McAbee and Albert Bartschmid present, in their informal style, informative discussions of vocational education for handicapped students in Texas. Mr. Bartschmid pointed out that the Federal Congress, through the Smith-Hughes Act of 1917 and the George-Barden Act of 1946, stimulated the development of vocational education on the secondary school level for programs in agriculture, trade and industry, home economics, and distributive education. The Vocational Education Act of 1963 authorized the use of funds, not by programs, but by people, for several purposes. These purposes are (1) in-school use, (2) out-of-school use, (3) adult education, (4) persons with special learning needs, (5) construction of area vocational education school facilities, and (6) ancillary services and activities. Under the 1968 Amendments, purpose number 4 was expanded under 4(B) and provides for vocational education for handicapped persons who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance, or who require a modified vocational education program. Eligible students under 4(B) are persons who are mentally retarded, deaf, have speech impairments, are visually handicapped, seriously emotionally disturbed, crippled, or have other health impairments and need special education and related services.

At least 10 percent of Texas' allotment of federal funds appropriated under section 102 (a) shall be used only for the purpose set forth in paragraph 4(B). The Texas Education Agency at this time is receiving proposals from four kinds of institutions for special experimental or pilot vocational education programs designed for handicapped students. These four kinds of institutions are (1) I.S.D.'s, (2) state schools (for the blind and deaf), (3) junior colleges, and (4) E.S.C. The present intent is to provide pilot projects in three phases. The phases are (1) exploration (diagnosis) to determine what the handicapped can do if training is made available, (2) vocational education to provide realistic programs of vocational instruction specifically designed for handicapped persons or to purchase services to enable the handicapped to succeed in regular vocational education programs, and (3) employment evaluation and follow-up.

Robert McAbee, also from Texas, addressed most of his remarks to the regular program and the cluster concept whereby a student is permitted to flow through several related areas of skill training to determine his mechanical aptitude and general interest. After a year in the program the student is then permitted to enroll in a regular vocational program for which he is best suited. During the year of skill training, the student is enrolled in academic courses especially designed for him; this is sometimes considered "perceptive planning." Before calling for questions from the group, Mr. McAbee said, "The Vocational Education Act affords us the challenge to meet the needs of people and it is really up to us to accept the challenge."

Following questions, the film "The Blind Can Do" was shown. The film may be obtained for viewing by writing the Texas Education Agency, Austin.

Tuesday, December 8

The second general meeting was held at the Monteleone Hotel, where 44 members assembed to hear Donald L. Spotts moderate a panel discussion on "Work Experience for Special Needs Youth." The panel focused remarks on the 1968 Vocational Education Act, Part G, pertaining to school-alienated youth (not handicapped).

The members of the panel were selected from responses to an inquiry instrument which (1) was prepared by the moderator, (2) circulated widely throughout the United States, and (3) sought responses about programs unique enough to be shared with interested coordinators. Several panel participants who were selected were unable to attend the convention, and two additional members from the audience were asked to participate.

It was noted that although there were specific areas of uniqueness there was a general commonality with all of the panelists as to the direction of help for "special needs youth." In other words, the objectives of the programs are the same; it's just the way that they are implemented that makes the plan noteworthy.

Highlights presented to the audience were innovative aspects of dealing with students who are disinterested in the traditional school. One example of a program is the team effort used in the Minneapolis area. A team of teachers devote their time to these students on all levels of academic curriculum while maintaining a close interpersonal and human relationship.

Other bits and pieces of new techniques in Minneapolis are (1) follow-ups on all students for a full year after graduation to insure accountability, (2) a one-credit adjunct program for high financial need students with no related classroom setting or individual time scheduling (but coordinator contact at least once a day in a homeroom), (3) continuing summer school programs to maintain liaison throughout the entire year, and (4) individualized instruction emphasized in all phases with regard to student need.

Minnesota also utilizes flexibility whereby, if the student isn't employed by a certain time, he isn't automatically dropped but can be given work-related projects within the high school and more intensive counseling to determine why he isn't employable. All students are discussed at a bi-weekly staffing which includes administrators and counselors. The work experience coordinator also has the students appear on occasion before the staffing to help determine their goals and direction.

The Baltimore area has established an Employment Center #3 with both a full time work-study coordinator and a full-time placement coordinator who work as a team to develop jobs and provide employment contacts. Other expanded programs include flexibility, such as alternating time (days and/or week) in school and time on the job. Some students could also be employed in the morning and go to school in the p.m. or, in most cases, the reverse. Industries and businesses cooperate closely with the schools through presentations in schools, tours of companies, in-plant actual experience of one-day work situations, apprenticeship programs, and a job clinic wherein every student will be interviewed for a simulated job by actual personnel officers.

The State College of Pennsylvania utilizes an in-school program divided into specific technical information and general related information. This is obtained through self-study of text material by school and employer, the employer trying to coordinate the technical information with real situations on the job. On all levels the cooperative program institutes personalized instructional techniques.

The Occupational Learning Center of Syracuse, N.Y., offers an inter-disciplinary individualized program of instruction that is occupationally oriented in content combined with work experience and/or occupational training to serve the needs of their most disadvantaged senior high school students. Students will receive their high school diplomas when they have demonstrated competence in knowledge and skills in all areas of computation, communication, science and citizenship; and a salable skill or demonstrated ability to be successful on a job.

The panel and reactor panel discussion with audience response was notably good in that it became a "rap" session with lively exchange of information, rather than a lecture-type presentation. Several members of the audience indicated that they feel that more of these kinds of meetings are needed. Pat Atteberry, who will be the 1971 program chairman, made note of these remarks. It was also suggested that next year's session be more expansive with possibly two concurrent programs of panel discussion, moderated by special needs coordinators. The general feeling was that the program did not receive deserved publicity and that care should be taken with the 1971 program for definitive program listing in the AVA Convention program.

Donald L. Spotts, who is the work experience coordinator at the Centennial Schools in Minnesota, served as the panel moderator. The panel members were: Ray Karhu and Clinton Dasma, Minneapolis, Minnesota; Vincent Brennan, Syracuse, New York; James Royer, Baltimore, Maryland; and, Donald Cross, State College, Pennsylvania.

SUPERVISION AND ADMINISTRATION DEPARTMENT

Proceedings Recorder:
Carrol E. Burchinal
State Director and Executive Officer
State Board for Vocational Education
Bismarck, North Dakota

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DEPARTMENTAL MEETING

December 8

Chairman: Richard S. Nelson
Program Director: John L. Rowe
Hostess: Alma Bentley
Recorder: Carrol E. Burchinal
Program Topics: Implications for Effective Administration of Vocational Education;
Implications for the Administration and Supervision of Vocational Education
Principal Speaker: J. Chester Swanson, Professor of School Administration, University of California, Berkeley
Reactors: Leon Sims, Vocational and Adult Education, State Department of Education, Tallahassee, Florida; Paul Miller, Superintendent of Schools, Cincinnati, Ohio; William Dunton, Assistant Superintendent for Vocational Education, Special School District of St. Louis, Rock Hill, Missouri.

This program was directed toward the challenges of effective school administration. Following the presentation by Dr. Swanson, the reaction panel identified specific problems concerning the various levels of vocational education they represented, and reacted to the principal presentation.

(For reports of presentations made during the joint meeting with the Research and Evaluation Department, see Research and Evaluation Department section.)

Criteria for Effective Administration of Vocational Education

BY J. Chester Swanson

Every activity, to be effective, must have an objective. Every activity, to be efficient, must have an organization whereby its resources in personnel, material, facilities, and funds are allocated and coordinated to achieve its objective. This is the task of the administrator; it is the process of administration. We all live with the activities of administration, but our contacts and observations vary widely.

The story of a group of blind men defining an elephant when they only experience contact with one part of the elephant is very applicable to the reaction of persons with different experiences related to the administrative process. The administrator and the administrative process are being severely questioned these days. Some persons consider administration the most essential activity in education and attribute to it the success or the failure of a school activity. Others consider administration a necessary evil to be endured. Still others now appear to consider administration as both evil and unnecessary.

The definition I shall accept for this presentation is as follows: Educational administration is the process of planning, organizing, and operating an educational activity for achieving the objectives of the activity. Certainly there must be some organized manner for allocating the financial, material, and personnel resources which are available to an activity. There must be some method of developing policy, coordinating activities, and assessing the achievements of the use of these resources in relation to the goals of the activity. This process is administration.

Criteria may be defined—for this presentation—as a set of standards or guidelines for the development or evaluation of an activity. Criteria thus are not laws or theories which must be rigidly followed for assured success—there rarely are such dogmatic formulas applicable to activities where the human personality is so involved as in educational activities. It appears reasonable, however, to expect that experiences of the administrative process would justify the development of a set of criteria which would be of service in the development or evaluation of an organizational activity. The following criteria have been developed from observation and are presented in this context. These criteria are presented in terms of the administration of vocational education activities. They could, however, be applied to most types of educational activities.

1. *A vocational education activity must have an objective.*
All vocational education activities have an objective. Often the objective is not clearly understood and different persons within the organization may be expecting quite different outcomes.

When the goal of the public schools in America was teaching reading so that everyone could read the Bible, as it was during the early Colonial period, the administration of the schools was quite different than it is at present. If the vocational program is to provide training in three trade areas as a prerequisite to entering an apprenticeship, the administration will be quite different from that necessary for a diversified vocational curriculum in merchandising, health, foods, and industrial production. And if the expectancy for the vocational program is an exit vestibule for the academic failures, we will expect quite a different allocation of space, material, financing, and personnel.

2. ***The objectives of the vocational education program must be clearly stated and readily available.***
This criterion is really a correlative of the first criterion. The objectives of the program must be understood and accepted by the administration, the teaching staff, the students, and the public. The staff, administration, and public should review periodically these objectives, as well as be involved in developing them.

3. ***An educational activity must have a chief executive officer and subordinate officers who have knowledge and experience related to the objectives of the program.***
This criterion is being questioned. Some persons say that any scholar can be a successful administrator. Others say that there are unique skills and knowledge related to administration, but that these skills are common to any administrative task; therefore the medical, industrial, political, or educational administrator should have the same training and could perform equally well in any organization. The Legislature of the State of California passed a new credentials law in the spring of 1970 which will permit a school board to appoint as superintendent a person who has never been a teacher, a school administrator, or who has had no education as an administrator.

I do not accept the principle that all administrative skills are essentially the same. I believe that the process and content of the administration of educational activities are unique. If a person is given the responsibility for the administration of a vocational education activity with no previous related education or experience, the chances for the program's being successful will be greatly diminished.

The leaders in some classroom teacher organizations are stating:

1. that administration is developing policy and implementing the policy;
2. that the group of classroom teachers in a school can very effectively develop the policy;
3. that a clerical person can perform the duties of implementing the policy.

Essentially, this is saying that administration is necessary but the administrator is not.

4. *The vocational administrator must have the ability to motivate and coordinate the personnel within his activity to work harmoniously and effectively together.*

This criterion somewhat describes an administrator as one might describe the director of an orchestra. He must be able to have the members of his ensemble "play" the same theme in the same tempo and in time. This is not an easy task, particularly under the present political-social conditions. No orchestra or chorus has achieved eminence with a large number of prima donnas who demand the right to set their own tempo or choose their own pitch.

On the other hand, we recognize the value of individuality, of creativity, of diversity. The administrator of today must create a tolerance for diversity without having chaos. He may himself be creative, but he must be creative without being dogmatic.

5. *The administrator must be dedicated to the objectives of the vocational activity for which he has responsibility.*

In my observations of vocational administrators in action and in research studies of the traits of successful administrators, the one element which is most often present is a "missionary zeal." It appears that a realization of the importance of the task and the resultant zeal will motivate the administrator to overcome deterrents to operating a successful program.

6. *The administrator must consider the environment or "climate" in which the vocational educational activity operates.*

The environment or "climate" is a conglomerate of many elements. Major elements would be the administrative staff, the teaching staff, the students, the public, the labor market. The social, economic, and political factors are usually much more important in the administration of vocational programs than in the more academic phases of the curriculum.

There have been communities in our country where for all practical purposes it was impossible to develop and operate significant vocational programs. These communities were places where the commitment to academic instruction was great and the understanding of programs with other objectives practically absent. The environment in such a situation would have to be changed before vocational education could succeed.

A vocational administrator must know the needs in the labor market of his school district. A successful program in one location may not be effective in a different situation.

7. *A vocational program must have an organizational plan which assigns specific duties and responsibilities to each member of the staff.*

There must be a unity of purpose as a total staff. This unity requires that the administration know the strengths of each member of the staff and that they be given tasks which use these particular strengths in the most effective manner. Many good teachers become poor administrators, and not many poor teachers become good administrators. As staff personnel is chosen, very careful consideration must be given to match the person to the task. Good administration often changes the nature of the job as a new appointment is made because the new person has different skills, knowledge, and personality from that of the previous staff member. Thus a new staff member may change the duties and relationships of other staff personnel; such conditions should be understood by the staff.

8. *An educational activity must provide means of communication between staff members—teachers and administrators—and between the staff and its clientele—students, teachers and the public.*

Traditionally and by common practice, the basic communication in a school or school district has been a "telling" activity where the communication has been

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one-way, from one level of the hierarchy to the next level below. Two-way communication is often nonexistent for all practical purposes. The administrator must make a consistent and sincere effort to listen as well as tell, to encourage participation as well as give instructions. This is not easily achieved. Often the time limitations of administrators and teachers make it appear so reasonable and time saving for all simply to pass on instructions—orally or in writing.

The participation of teachers or subordinate administrators in planning and problem-solving requires that the administrator and his staff provide the participants with information and sources of information which will make it possible for the participants to make intelligent contributions. One of the great forces of our time is the implied significance of mass participation in decision making. Pooled ignorance cannot develop intelligent decisions. Often the major source of the pertinent information for policy making is within the hands of administration; this information must be made available to all the participants.

9. ***The chief vocational administrator must be able to present his analysis and recommendations directly to the superintendent or the school board.***

Many of the poor decisions made by superintendents and school boards—both at the state level and the local school district level—are due to the fact that they do not receive sufficient information on which to make the best decisions. Often the highest-ranking vocational administrator reports to a director of secondary education, who reports to an assistant superintendent for instruction, who reports to an associate superintendent, who reports to the superintendent who makes recommendations to the school board. Each of these four administrators through whom the vocational education analysis and recommendations must flow has responsibilities for evaluation and recommendation. Each honestly and conscientiously makes the decisions and recommendations which are his responsibility. But when the "filtering" process is through four persons at major hierarchical levels, much of the nature of the recommendations may be lost.

Vocational education is more than just another curricular program. It has many features not common to other segments of the curriculum. Most administrators and supervisory personnel have had very little or no experience with vocational programs and thus have difficulty making the most significant decisions when choices must be made between vocational and other curricular programs. The most satisfactory solution to this problem is to have the chief vocational administrator report as directly as possible to the superintendent.

10. ***There must be a continuing process of appraisal or evaluation.***

John Gardner said, "Organizations must have some means of combating the process by which men become prisoners of their procedures." Administration and its resultant organization must serve vocational education. The educational activity must not be the servant of the administrative process. It is so easy for the bureaucracy to develop where maintaining a status quo is the major role of the administration.

Vocational education has every reason to be viable, dynamic, and ever ready for change. It is a part of the most rapidly changing productive economy which the world has ever produced. But we are composed of individual persons who feel inherently threatened by change. Since vocational education prepares people for this changing world, it can justify its existence only by being alert to more effective practices. "A world in ferment is a world unsafe for schools guided by administrative techniques developed to meet the demands of a previous more stable era."

This process of change should be guided by a planned program of appraisal and evaluation carried out by the administrative staff.

Abstract of Reaction

by Leon Sims

Dr. Swanson has enunciated basic principles which apply to all administration. The problem lies in implementing the concepts. At the state level it is necessary to establish the goals and objectives of a statewide vocational education program for the target populations which the state must serve. But philosophy and objectives must be couched in manageable terms to permit measurement of progress. This raises the problem for the state agency of balancing leadership posture with regulatory responsibilities.

Objectives must be clear and unambiguous so that workable leadership responsibilities are clearly defined. The Florida Industry Services Unit was established to carry out one of the primary objectives of the state's vocational division—that of quickly providing specialized training services for new and expanding industries, and of providing these services in concert with local educational agencies.

Vocational education administrators must be extremely knowledgeable of vocational education if they are to function effectively in policy formulation, implementation, and evaluation. Knowledgeability must, in turn, be coupled with missionary zeal to achieve maximum effectiveness.

Staff members must have specifically assigned duties and be prepared for changing responsibilities through in-service staff development programs. Conversely, attractive salary schedules must be provided to recruit persons with essential leadership competencies and attributes of flexibility which enable them to surmount the threats inherent in change.

Lastly, a state director, like a local administrator, must have immediate access to his commissioner and board if he is to formulate and effectuate policies and operational procedures as required by his responsibility.

Abstract of Reaction

by William Dunton

The purpose of this presentation is to illustrate by oral comment and visual projection the ways in which the Special School District of St. Louis County has followed Dr. Swanson's definition of administration as "planning, organizing, and operating to achieve an objective" and the degree to which progress toward the objective is being made.

The Special School District was first created in 1957 by the Missouri Legislature to provide education and training for all types of handicapped school-age children living in the 25 local school districts of the one-million-plus population county. (St. Louis City is not included in St. Louis County.) In 1965 the local districts requested the Special District to provide vocational programs for normal children also. The Board of Education stipulated that if the responsibility were to be accepted, all districts must be included in the tax base. Because of the logistics involved and the extreme differences in school calendars and time schedules, the stipulation was also made that the vocational schools must operate on a full-day basis. The various boards agreed, the legislature acted, and the voters of the County approved the necessary tax levy.

The administration of the Special School District believes that there are four fundamental elements involved in the quality of planning if the vocational program is to be successful. The elements are facilities, staff, students, and program. In regard to program, since the schools were to operate on a full-day basis, the Board decided to operate Type A five-hour daily T & I programs, although all other programs in Missouri were three-hour Type B programs. It was interesting to note that the change to the Type A increased the capacity of the partially planned first building by 54 percent.

The central office vocational administrative staff is organized on the basis of the four fundamentals, with Directors of Business Affairs, Instruction, Personnel, and Pupil Personnel reporting to an Assistant Superintendent for Vocational Education who reports directly to the Superintendent of the District.

The Missouri statute establishing the district's vocational program stipulates that entrance requirements be established, and board policy requires that the 20 applicants judged most likely to succeed be selected for each program. Ten "selection criteria" are used to build a "selection score." These scores have been researched and have been found to correlate significantly with teacher grades and with achievement as measured by the Ohio Trade Achievement Tests and other standardized measures. More than two-thirds of the students score above the national median on these tests. It has been interesting to note that while those entering in 1970 were no better "students" as judged by their sending schools' GPA's or reading and mathematics achievement tests, they had much greater mechanical aptitude and potential as judged by GATB than those entering two years previously.

Thus far the Special School District has invested $9.5 million in land, facilities, and equipment for the two schools. A $2 million-plus addition is now being planned with programs to be determined by the critical job openings matrix and other criteria. One of the unique features of the buildings is the degree to which each shop is self-contained. It is considered significant and appropriate to the district's planning concept that all the $9.5 million expended has been on a "pay-as-you-go" basis with no money borrowed or interest paid. All capital investments have been financed entirely by current taxes, and no bonded indebtedness exists.

Since in Missouri only the Special School District has a Type A program and all other T & I programs are Type B, certain differences have been noted between the district's present programs and the half-day Type B program previously operated on a cooperative basis by a number of the high schools in the county. A study of the history of the earlier program revealed that only 11 percent of the students enrolled attended four semesters, while 84.2 percent of these enrolled in the present Type A program completed four semesters. Further, only 40.4 percent of the half-day graduates were employed as trained or in a closely related occupation, while 70.8 percent of the Type A program students have been so employed.

This abstract cannot provide the details given in the presentation, but, as indicated in New Orleans, the vocational administrative staff of the Special School District believes that the nine criteria stated by Dr. Swanson in his address have, to a reasonable degree, been met. Readers with further interest are referred to the October, 1970, issue of the AMERICAN VOCATIONAL JOURNAL, in which Board President Wendell Stark's article outlined the policies under which the program operated and stated that "satisfactory progress is being made toward the aim of developing a program second to none in America."

Abstract of Reaction

by Paul Miller

Our speaker, Chester Swanson, emphasized the necessity of having dedication—he called it missionary zeal. I suppose, if anything, he did not emphasize that point enough for me. I'll return to that point in a moment.

When Chester talked about the special body of knowledge that administrators must have he made a very important point, not only in terms of this particular field but in terms of oral education. I write to my two grandsons and soon will be writing to my little granddaughter about what I call the talking tool. Actually, when you talk about the body of experience, tools are your business. No people know tools any better than the group right here. Therefore, it is a special body of knowledge, and you cannot administer without that special knowledge.

Another point he emphasized was report—but to whom? Here is where Chester and I begin to part ways, because I believe here he tends to assume one thing which is not necessarily true. And, as of this past week, it became less true in a Congressional hall.

He is talking about reporting to whom? An administrator may report to the superintendent, and this superintendent reports to another, who in turn reports to another superintendent. Let's assume a unitary system of education, although that is not necessarily the case. The kind of administration you teach in the years to come depends much upon unitary control or whether it be dual or tertiary control. Now, it has been relatively unitary up to this point, but I am not sure that it will continue so. Aided and abetted at least by the lackadaisical attitude as I look at it from AVA. I'll get back to that in a minute.

There is another point that I hoped Chester would have emphasized a little more. That has to do with appraisal. No one would agree more than I with the emphasis he did give, but there is another aspect of the matter that I think is a normality of vocational-technical education as I have seen it in almost 30 years of direct work in the field. We have often used number of hours as a criterion for quality. One hundred forty-four hours or 1000 hours automatically qualifies someone. But I submit to you as a school administrator the question, How do you know you are going to get good mileage out of the dollar? How are you going to get quality out of that dollar? I have to submit a test, and actually he came to it paradoxically in another point he made—prove your case. I smiled to myself. Yes, we have to prove our case before we have a chance to succeed. Everyone wants instant success, but the performance test is with us. Actually, men in our field know what performance means. In the academic halls of learned society you hear much about positive and effective domain in learning. "Facts and behavior" is another way to put it.

My emphasis here, if I have any, is upon another point relative to missionary zeal. As Einstein says, "It depends upon where you stand when you administer all those principles." We have true administrative principles, but I submit that the application of those principles depends really upon the way you are looking at them and where you are standing. My basic question is, Do you stand with the why boys or the how boys? The American Vocational Association and all vocational educators as I have known them have tended much too often to say we know *how*. I say, yes, fellows, but do you know *why?* Do you teach the kids why? Do you teach the cultural advantages, the cultural significance of the things for which we are feeling, because many years from now those bowls made by fine craftsmen are going to be dug up and we are going to be judged by them. Why don't we teach the culture along with the craft? How come we don't? The two are inextricably, interrelated. Again, it depends upon where you stand. I submit that when you look at the campuses today the score is in favor of the how boys, because at least they know where they are going. I don't want to develop the point further except to say it depends upon your viewpoint. But it's time the how and why people stood together—not apart.

The basic question before talking about school administration is what priority shall be given to work. I say it that way because I believe in work; I believe in calluses; and I believe in sweat. But then there is a basic question about which work is most important. There is a second question more basic than that to the total learning experience of youngsters: what shall be the learning relationship of the working, the earning, and the learning? I happen to believe that you can't have any kind of learning at any time in life unless those three are related at the learning points. When does work start? Well, I have already implied the answer to that. If we have made a mistake in education, including vocational education, it is that we have put off the work experience too long. I maintain we need to go to the vertical system. That is, you start out to work; you start out to earn; and you start out to learn as soon as you are old enough to know what life is all about. Vocational education and work education begin in kindergarten. It is your priorities that make the differences in this training, and if a zealous administrator is what you want, he is going to have to be zealous all the way, not at some late date. I happen to believe that you cannot make a difference between college prep education and work education.

Finally, who shall lead work education? I don't see any great big ruckus in this association. Maybe you do. I don't get an impression from the people sitting around me that they are getting excited about the O'Hara Bill, the Nelson Bill, or the Conference results. I believe education does possess a unitary uniqueness, and I am not willing to share it with everyone. As much as I love labor I am not willing to share it with labor except to the extent that we can call the shots as professional educators. But when I inquired of AVA in Washington about the O'Hara Bill they didn't seem too excited about it. So I obtained it myself and read it. I got excited about it; and I didn't like what I saw. How you apply these things depends much on who is in charge of education. So, we return to the European system—that is exactly what happened—only "going it one better," as I see it, and I'm speaking advisedly.

TEACHER EDUCATION DEPARTMENT

Proceedings Recorder:
Leonard Maiden
Teacher Educator, Distributive Education
University of South Carolina

PLANNING COMMITTEE MEETING

December 4

The major action of the Planning Committee of the Teacher Education Department is summarized in Chairman Floyd Grainge's report on business of the Department in the Monday, December 7, meeting. Nancy Graham, Teacher Educator, School of Home Economics, University of Arizona, Tucson, will assume chairmanship of the Teacher Education Department on January 1, 1971.

GENERAL SESSION AND BUSINESS MEETING

December 7

PROFESSIONAL MEETING

Topic: The Education Professions Development Act—
Priorities and Prospects

Speakers: LLOYD BRIGGS
Chief, Vocational Education Personnel Branch, U.S. Office of Education
Washington, D.C.
DON DAVIES
Associate Commissioner, Bureau of Educational Personnel Development,
U.S. Office of Education, Washington, D.C.

Reactors: ELIZABETH M. RAY, WILLIAM MITCHELL, LEWIS HOLLOWAY

Lloyd Briggs made brief remarks relative to the emphasis given vocational educational personnel training in the total structure of the Education Professions Development Act. Eleven institutions of higher education are now funded (1.9 million dollars) for Leadership Development Programs involving 160 participants. Grants totaling five million dollars have been made through state departments of education under the Cooperative Arrangement Program, which is based upon state plans for professional personnel development, including the exchange program. Programs include in-service training for local and state staffs, special training for persons entering or re-entering vocational education, and retraining for vocational positions. The programs are designed to be mutually supportive with all levels of employees involved. In response to a question from the floor regarding the projected oversupply of teachers during the next decade, Mr. Briggs stated that the need for vocational and technical teachers is growing. Mr. Briggs answered a second question relating to appropriations, saying that 6.9 million dollars was the amount projected for the next fiscal year for vocational personnel training, part of which is committed to on-going programs and part of which will be available for new programs.

Mr. Davies presented an overhead program, with comments outlining the major purposes and priorities of the Education Professions Development Act. Excerpts from his comments and overhead presentation follow:

Teacher educators representing colleges and universities and local school administrators must plan cooperatively to meet the needs for professional development of teachers. Stated briefly, the purpose of EPDA is "to improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel." EPDA represents a consolidation of legislation and programs in the National Defense Act, the Higher Education Act, and the Arts and Humanities Act. Major funding areas under EPDA, with a FY1971 budget of 135.8 million dollars, are teacher corps ($30.8 million); state grants for recruiting and training ($15.0 million); training projects through grants to states, local school districts, and universities ($81.9 million); higher education personnel training ($10 million);

and vocational education personnel training ($6.9 million). Funding for educational personnel training has increased from $81 million in 1967 to $136 million in 1971. This is a small amount when the total budget for education is considered, but it does provide leverage for change.

EPDA priorities are (a) to improve the education of children of low-income families with supporting programs in career opportunities (to equalize opportunities), teacher corps, and urban/rural school development; (b) to improve the preparation of all educational personnel with supporting programs in training of teacher trainers, educational leadership, and undergraduate preparation of educational personnel which is not supported directly but is included in proposed amendments; (c) to meet critical shortages of personnel in the areas of special education, vocational education, early childhood education, and pupil personnel services, with the intent of solving the quantitative problem *and* effecting change; (d) to meet special needs of educational personnel as they arise by developing and testing solutions to growing problems, such as more effective utilization of school personnel, teacher development in desegregating schools, and preparation to teach about drug abuse; and (e) to become better informed about needs for educational personnel development and to evaluate effectiveness of EPDA programs through annaul assessments and evaluation. Priorities (a) through (e) are funded for $65, $16, $41, $9, and $2 million respectively.

The EPDA program examples under the Career Opportunities Program include grants to local school districts to attract new people, to improve staffing patterns, to reform the preparation system, and to develop school-college-community parity. Under the Teacher Corps Program, grants have been made to universities and local school districts to attract new people, to improve staffing patterns, and to reform the preparation system. Similar objectives were proposed in grants to universities for teacher training. Grants have been made to local school districts under the Urban/Rural School Development Program to concentrate on the entire staff of a single school, to provide on-site training, to pinpoint schools with the greatest needs, and to focus on pupil achievement.

EPDA program strategies in 1971 as opposed to 1968 have moved from the training of individuals to systems reform and the training of whole school staffs; from dispersal of resources to a concentration of resources; from short term to long term training; from university-based programs to school-university parity and on-site training; from teachers to all educational personnel; from proposal quality to evaluation of need and potential; from categorical restrictions to a responsiveness to needs; and from no specific target groups to emphasis upon low-income and handicapped children and vocational-technical students. The changes in emphases have resulted primarily from amendments to the act.

Evaluation of EPDA programs will focus upon pupil performance and accountability. Evaluation will stress the impact of training on student performance, the effectiveness of training programs judged by trainee performance, the extent to which programs meet stated objectives, and the extent to which programs meet stated objectives, and the extent to which programs produce institutional change. Mr. Davies pointed out that EPDA programs are designed to effect change in education and eliminate polarization in educational activities.

Comments from reactors to Mr. Davies' presentation included Elizabeth Ray's statement that the various priorities in EPDA funding may be part of the answer to why higher education institutions are so slow to change. Mr. Holloway noted that teachers are prepared today in much the same manner as 20 years ago because the emphasis is on the completion of academic requirements rather than meeting the needs of teachers. Mr. Mitchell reacted to Mr. Davies' reference to the importance of the concept of accountability by agreeing that institutions must be responsible for their product.

Comments and questions from the floor referred to areas in which EPDA funds could aid in solving educational problems. In response to a comment that all teachers should know something about the world of work, Mr. Davies stated that this was a good idea but that little emphasis is given such an objective. Mr. Davies said that there may be more opportunity to use teachers on a release-time basis from industry now that employment is down. He also stated that EPDA legislation encourages the use of industry in occupational training. EPDA funds may be used for the dissemination of information about exemplary programs. He suggested that the Teacher Education Department may want to undertake a project to establish an information exchange service.

BUSINESS MEETING

Report of Chairman Floyd Grainge

Professional Development in Teacher Education

The Teacher Education Department elected to pursue the theme "evaluation" this year. A proposed nationwide study on the assessment of need, improvement of effectiveness, definition of quality accountability for vocational teacher education, and professional development of teacher educators was developed and resulted in an EPDA grant to make the study. Under the expert leadership of Melvin Barlow and George Brandon, the four-major-step project was developed. The four major steps were: (a) discovery of need and effectiveness; (b) process in evaluation; (c) implementation; and (d) dissemination.

The first step consisted of a small group meeting which resulted in the development of two papers, one on "effectiveness" and the other on "need." The second step consisted of a small group meeting which developed four additional papers concerned with federal, state, local, and institutional roles in the evaluation of vocational teacher education. The third step consisted of three regional institutes (west, central, east) resulting in a refinement of the six papers.

The fourth step will consist of bringing the results of these institutes to the AVA Convention and disseminating the final report to study group sessions within the Teacher Education Department's programs. A five-month follow-up study will be made to determine impact and change as a result of this study. No doubt many spin-off studies will result from this to promote vocational teacher education expansion in quantity, quality, and diversity to match the expansion in vocational education and manpower development.

Representation of AVA in Associated Organizations for Teacher Education

William Drake and Floyd Grainge were AVA representatives to the AOTE planning committee and attended two meetings of this group, the purpose of which is to study and recommend change in teacher education. Special studies have been made on the inner-city school needs, cooperation of education technology industries and education, accreditation standards and processes. These studies generally improve the role of teacher preparation. The AOTE is planning to develop a National Conference on Teacher Education.

Florida State Department of Education Conference on Credentialing

George Brandon, Harry Davis, and Floyd Grainge represented AVA at a special conference conducted by the Florida State Department of Education. This conference was designed to acquaint us with the new credentialing process to be used in Florida and to encourage us to evaluate it for its ramifications in our field. The conference was designed to include all levels and disciplines in education.

Resolutions Developed by Teacher Education

The Planning Committee of the Teacher Education Department developed four resolutions to AVA for consideration at the New Orleans Convention.

One resolution was for adequate funding and personnel to be included in the Basic State Grant specifically earmarked for preservice and in-service training of teachers.

The second resolution was for AVA to develop a plan and encourage members on sabbatical leave to serve as professionals in residence in the AVA Headquarters Office.

The third was a commendation for George Brandon, Lowell Burkett, and Mary Allen for their untiring efforts for improving teacher education.

The fourth resolution was for the "Expansion and Increased Effectiveness of Vocational Personnel Development." The Department is very serious about this resolution, which requests full funding of EPDA, Title 2, Part F of the EPDA Act of 1965 and requests the support of the directors in pursuing this issue.

Dissemination of Information Pertinent to Teacher Education

The Department plans to launch a program of developing and disseminating information pertaining to the improvement of vocational teacher education. This will be accomplished by articles for professional journals, and an attempt will be made to have one issue of the JOURNAL devoted to teacher education.

Report of William Drake, AVA representative to AOTE

First, I want to remind you that you have two representatives on the Advisory Council of the Associated Organizations for Teacher Education, Floyd Grainge and myself, because the membership of the teacher education groups within AVA is large enough to qualify for two representatives. Very quickly, I would like to do two things: (a) give you a brief background on the history, structure, and purposes of AOTE, and (b) describe the current activities of AOTE.

AOTE was conceived by the Organization and Planning Committee which had been appointed jointly by the Executive Committee of the AACTE and the Coordinating Committee on Collegiate Problems in Teacher Education. It was intended that AOTE would represent a plan for cooperation between AACTE and other teacher-education associations. It was also intended that AOTE could consider the problems of teacher education in general and work toward the advancement of teacher education. These intentions were put in the form of a plan which was approved by AACTE in 1953.

In 1969, an AOTE committee under the leadership of Sister Jane Godfrey re-examined the role of AOTE. That committee described the mission of AOTE as providing leadership in assisting member organizations to identify and respond effectively to educational issues. Through AOTE, member organizations concerned with the education of teachers could pool their resources for identifying and exploring common and specific concerns.

The main functions of AOTE could be described as follows:

1. to generate ideas for action programs that would improve the quality of teacher education
2. to implement such action programs, either through AOTE because of its unique membership, or through one or more of its associated organizations because of their special resources
3. to serve as a board of consultants on projects in teacher education
4. to utilize the AOTE relationship with the AACTE as a means by which member organizations may communicate with AACTE and its extensive college and university membership.

The structure of AOTE takes the form of an Advisory Council with each associated organization having membership on the Council. Currently, 17 organizations, all concerned with teacher education, are represented on the Advisory Council of AOTE.

Current activities of AOTE include the following task forces:

1. Education and Industry Cooperation
2. Educational Personnel for the Inner City
3. NCATE Standards and Guidelines

The most recent effort of AOTE was initiated this fall at the October meeting of the Council. A committee has been formed to explore the feasibility of a White House-type National Conference on Teacher Education. As you can see from this brief report, AOTE, which has been called a stepchild of AACTE, is coming of age and you will hear more and more from this organization.

Report of Harry Davis, AVA representative to the Florida State Department of Education Conference on Teacher Accreditation

George Brandon, Harry Davis, and Floyd Grainge represented the AVA in a conference sponsored by the Florida State Department of Education in Miami Beach on May 19-22, 1970. The conference was planned as a training session for state education leaders interested in developing new systems for training and certifying educational personnel. Areas of concern included ways in which inservice teacher education may be broadened to make it equal to preservice teacher education, how agencies other than colleges may be involved in the teacher-education process, and how teacher performance may be used as a basis for teacher certification. A major purpose of the conference was to develop plans for moving toward performance-based teacher certification.

Participants in the Florida conference were teacher-education leaders from eleven states, seven professional organizations, and the U.S. Office of Education. A source book and training manual will be published as a result of the conference.

GENERAL SESSION

December 8

Topic: Report of EPDA Project—Professional Development in Teacher Education

Subtopic 1: Foundations of Teacher Education Evaluation

Speaker: MELVIN L. BARLOW

Director, Division of Vocational Education, University of California, Los Angeles

Subtopic 2: Perceptions and Recommendations of the Regional Institutes

Speaker: GEORGE L. BRANDON

Advisor to the Executive Director, AVA, Washington, D.C.

Dr. Barlow gave background information and a progress report regarding the EPDA project, Professional Development in Teacher Education, as a means of introducing discussion group sessions designed to provide additional review of two previous phases of the project. Participants were asked to respond to 179 statements about teacher education included in a document which was distributed to six workshop groups. To give members additional information concerning this project (also see the report on business of the department by Floyd Grainge, Monday, December 7), the foreword to the paper distributed during the meeting follows:

The major goal of this project is to encourage vocational teacher education expansion in quality, quantity, and diversity to match the expansion in vocational education and manpower development. The project is designed for the assessment of need, improvement of effectiveness, definition of quality accountability for vocational teacher education, and professional development of teacher educators. In short, teacher education must rise again to consciousness level in all planning aspects of vocational education.

The first phase of the project consisted of two meetings in which two questions were considered. First, what are the foundation elements of vocational teacher education? Second, what are the roles of the federal, state, local, and institutional groups in teacher education and in the evaluation of teacher education?

The second phase of the project consisted of three regional meetings in which the product of the first phase of the study was reviewed. In addition, persons participating in the regional meetings provided an input to the study by answering four specific questions. Up to the present time about 1,000 years of experience in vocational education has been brought to bear on the topic.

The current phase of the study—action at the AVA Convention—is intended to provide an additional review of the first two phases and to seek additional points of view not covered in the first two phases. The Convention phase represents one step in the process of validating the work undertaken to December 1, 1970.

This paper contains only basic statements; the rationale related to these basic statements has been deleted for the purposes of the Convention meeting. For each of the basic statements, persons attending the Teacher Education Department meeting are asked to do two things:

1. React (agree, disagree, undecided) about each statement
2. Add new statements.

Later, upon completion of the project, the Teacher Education Department will make a report available through the publication facilities of the American Vocational Association.

Dr. Brandon commented that the group meetings to follow the general meeting were to be work sessions and a vital part of the total project. He commended the Department Planning Committee for the project idea: Melvin Barlow and William Loomis for their direction and implementation; participants, chairmen and recorders in preliminary and convention meetings related to the project; and the Vocational Personnel Development Branch of the U.S. Office of Education for its support.

Dr. Brandon said that he was listed as "chief consultant" for the project but he felt that he was more of an "observer," particularly as the project relates to implications for AVA and the Teacher Education Department. He remarked that this role will change when he returns to Penn State University on July 1, 1971, and he is not optimistic about the project monitoring process in light of limited staff personnel and budget.

Dr. Brandon recommended that workshop participants keep two questions in mind as they consider statements concerning the role of AVA in vocational teacher education: "Who is AVA?" and "In what kind of political ball game will we find ourselves after the Christmas recess of Congress?" This last question refers to the following:

1. Manpower legislation
2. Renewal of the vocational amendments which will expire
3. Renewal of the EPDA amendments which will expire
4. Community college (career education) legislation
5. Proposals for block grants.

AGRICULTURAL EDUCATION DIVISION

Proceedings Recorder:
J. Robert Warmbrod
Professor, Department of Agricultural Education
The Ohio State University
Columbus, Ohio

PROFESSIONAL MEETINGS

Developing Non-Farm Occupational Training Programs

Research to Identify Non-Farm Agricultural Occupations. Through grants by the State of Louisiana and the U.S. Office of Education, the Department of Agricultural Education, Louisiana State University, conducted a research project including surveys of seven metropolitan areas and the smaller villages and towns in the state to determine pre-employment and continuing educational needs for workers in non-farm agricultural occupations, to develop descriptions of the jobs identified, and to develop training programs at the high school level designed to prepare students in vocational agriculture for jobs requiring knowledge and skill in agricultural subjects. Lists of non-farm businesses were compiled from trade associations, the Chamber of Commerce, and the yellow pages of the telephone directory. Data were collected by specially trained interviewers in the metropolitan areas and by teachers of agriculture in the smaller villages and towns. The teachers had completed a graduate course which involved instruction on survey procedures, including an actual survey of the teachers' school area. The study of 2,430 non-farm agricultural businesses with 51,719 employees revealed that 40 percent of the employees required agricultural training. These workers were distributed over 1,699 different job titles. The research yielded sufficient data to build functional training programs for use in the state as a whole or in any particular sector. Fourteen different publications plus training programs and subject matter publications resulted from the research.
(CHARLES M. CURTIS, Professor of Agricultural Education,
Louisiana State University)

Developing Units of Instruction. Planning began in November 1965 for a workshop which would have as its objective the development of curriculum materials for the new programs in non-farm agriculture identified in the statewide surveys that have just been described. We selected teachers from several disciplines to prepare instructional materials for vocational agriculture. During the six-week workshop, 16 vocational agriculture teachers, four business and office occupations teachers, and four distributive education teachers wrote lesson materials. The 24 teachers were divided into four writing squads. Eight training programs were written: Farm Machinery Sales and Service; Agricultural Service; Farm Service; Ornamental Horticulture; Farm Supplies and Equipment; Livestock and Poultry; Crops, Forestry and Soil Conservation; and Wildlife and Recreation. Incorporated into each unit is subject matter to guide students, recommended references, and other teaching aids.
(JAMES H. HUTCHINSON, Professor of Agricultural Education, Louisiana State University)

Organizing Subject Matter for Teaching. After the publication of the units of instruction for the eight areas of non-farm agricultural occupations, it became apparent that teachers needed additional subject matter to make effective use of these materials. Teachers did not have the technical training nor the practical experience required to use properly the prepared lesson plans. Arrangements were made to develop subject matter for three areas of non-farm agricultural occupations. Eight experienced teachers of vocational agriculture who were enrolled in a graduate professional course and two members of the state department of education formed two writing teams. Each unit was edited by both writing teams and the instructor. Several units were edited by subject matter personnel at the University. The subject matter units in ornamental horticulture, agricultural service, and crops, forestry, and soil conservation were distributed to all teachers of agriculture in the state. A second workshop was organized to prepare subject matter for the other five areas

of non-farm agricultural occupations. These publications have been well received by teachers.
(J. C. ATHERTON, Professor of Agricultural Education, Louisiana State University)

Building a State Program of Work. Occupational opportunities available to rural youth have tended to shift from farm to off-farm agricultural industry and services. However, the continuation and strengthening of existing programs to train for work on the farm is being emphasized also. In preparing students to select intelligently occupational objectives, vocational agriculture students in Louisiana participate in a basic two-year program at the ninth- and tenth-grade levels, which is based on the agricultural sciences, leadership, and exploratory work in farming and off-farm occupations. The following three options are available for students for specialized study at the eleventh- and twelfth-grade levels: farming; off-farm agricultural occupations; and pre-college preparation for professional careers in agriculture. Students whose occupational objective is farming receive classroom instruction which is supplemented with supervised work on the home farm, the school farm, or on other acceptable farms. State supervisors, teacher educators, and vocational agriculture teachers cooperatively drew up steps to implement the Cooperative Agricultural Education Program, which is designed for students who wish to enter nonfarm agricultural occupations. Students are placed in an agribusiness establishment for 15 hours of released time from school per week plus five hours of classroom instruction per week. The program is open to juniors and seniors. Students may pursue work experience without release time from school. Last year we introduced a new agriculture laboratory program which is designed to provide individualized instruction for juniors and seniors who need advanced skill training and to provide training for disadvantaged students. Schools are offering laboratory programs in agricultural mechanics, meat merchandising, forestry, and horticulture. The needs of students who are college bound—requiring preparation for professional courses in agriculture—are also taken into account. For example, if a student's interest centers around veterinary medicine, his study is focused on animal science in the classroom and supplemented with related work experiences.
(IVAN C. BAKER, Area Supervisor, Louisiana Department of Education)

Providing Work Experiences in Vocational Agriculture. At Saline High School we implemented Agriculture Laboratory III and IV programs by informing parents and students of curriculum revisions which offer a college preparatory curriculum for those who desire to go to college and a vocational curriculum for those who do not plan to go to college. Of the 25 students in vocational agriculture in grades 11 and 12, 13 chose the college preparatory program, 7 chose welding, and 5 chose auto mechanics. All students electing the college preparatory course selected vocational agriculture as one subject.
(VAN H. BURNS, Teacher of Agriculture, Saline, Louisiana)

The Cooperative Agricultural Education Program at Thibodaux High School presently involves 51 students, including 11 seniors, in the Agriculture IV cooperative class. There are 12 different businesses involved in the program, which vary in type from the smaller feed and seed stores to the large equipment and machinery manufacturing plants. Students must have completed two years of vocational agriculture and be at least 16 years of age. We look for businesses that will provide training in all phases of the occupation, not only employment. The business must provide supervision by qualified personnel, provide satisfactory working conditions, and have employees who understand and appreciate the program.
(ROBERT V. ARCENEAUX, Teacher of Agriculture, Thibodaux, Louisiana)

I gained a great deal of experience with the Cooperative Agricultural Education Program at Rayville High School. Businesses in which students were placed in-

cluded a veterinary supply firm, a farm implement manufacturing concern, a farm machinery agency, and a sawmill and lumber yard. All student-learners are seniors and either 17 or 18 years of age. Age is one of the most important considerations in job placement because of the hazardous occupations laws. A survey taken at the end of the school year showed that parents believed the program was successful; school administrators felt that the program should continue, but that more careful consideration should be given to the selection of students; and employers said they would continue with the program.
(Robert Jenkins, Teacher of Agriculture, Bogalusa, Louisiana)

Internships for Agriculture Teachers. I enrolled in the farm machinery sales and service phase of the teacher internship program. Preceding the internship, I arranged an interview with the manager of the farm machinery equipment company to explain the program and learn the method of operation of the business. My activities were varied and about evenly divided between the parts department and the mechanics department. Aside from the actual work experiences, the internship program enabled me to learn the job description of each type of employee, the mental and physical tasks required, the supply and demand for workers, and wages and benefits by job titles. Experiences in the internship program will enhance my teaching.
(Harold Davis, Teacher of Agriculture, Amite, Louisiana)

The initial effort toward a summer internship program in forestry for vocational agriculture teachers was conducted in the summer of 1970 and involved six of the leading forestry industries in the state. Seventeen teachers of vocational agriculture enrolled. I spent three weeks with the George Pacific Corporation. Opportunities were given to learn how the business operated, what job opportunities are available for high school graduates, what training is necessary for job entrance, and how we can prepare students for job entrance. Time was spent with the silviculture and road building supervisor, logging contractor supervisor, forestry division supervisor, pole yard supervisor, and in the particleboard plant, plywood plant, and personnel relations office. We compiled a file of job descriptions for some 55 jobs covering approximately 500 job opportunities in the corporation. This program is welcomed by the industries for it will help provide them with a supply of better trained employees.
(Gary Breithaupt, Teacher of Agriculture, Winnfield, Louisiana)

The Evolving Social Climate and Its Implication for Programs in Vocational Agriculture

It will not surprise you that I lean toward sociological theory for the setting for a discourse on the implications of evolving societal trends for vocational agriculture. First, in the context of general systems theory, I view all educational endeavors as activities which take place within what might be termed a master societal system where there are many subsystems linked to others in myriad role relationships which relate an actor in one system to an actor in another system. The success of each subsystem is dependent upon these relationships. Any vocational agriculture operation must function to convince the outside world of which it is a part that it is deserving of support. The second part of the approach conceives of agriculture, including vocational agriculture and rural life, as being under confrontation by an emerging mass society. Perhaps the most noticeable trend indicating an emerging mass society is the rapid urbanization of the nation. Industrialization is the second indication that the U.S. is assuming the characteristics of a mass society. Industrialization serves to confront in many ways the members of social systems related to agriculture and rural life, principally by demanding constant change in order to keep up mass production techniques and mass marketing procedures. Industrialization also has an impact on levels and standards of living. The third trend which marks the genesis of a mass society is mass communication. The third major trend is the growing body of laws, programs, and policies which originate from some level of centralized government, usually the federal government. Regardless of the intent of these controls, they have a direct or indirect impact on agricultural education and their implications cannot be ignored.

Let us turn now to a consideration of some of the implications of the changing social climate. I can identify at least three aspects of this change which have serious implications for vocational agriculture. The first is a changing base of social power. In the past, agricultural systems, including vocational agricultural interests, had a great power. But agricultural systems have lost their strength and must now resort to more finesse in their power plays. The implication is that the funding which your programs are going to receive is at stake. To note that vocational agriculture has fallen victim to the problem of cultural lag may give my remarks an unpopular note. Some of the reports I have read indicate the not-unusual occurrence of such things as outmoded curriculums, outdated teaching materials, and as a result a minimally marketable finished student product. Perhaps the greatest indictment is the relatively low status which vocational agriculture and similar programs are awarded in academic circles. A third development derives from efforts of people to evaluate the numerous experiments conducted in education over the past years. I detect what I think is growing apprehension that certain practices have not proved out. I predict that this country will eventually take as much pride in a good vocationally and technically trained student as it does a university graduate. Another trend in what might be termed attitudes and values stemming from a changing social climate is less discrimination on the basis of race, sex, and age. There are many other changes taking place in the way people think and believe. For example, we now take for granted that disadvantaged groups need special educational attention; we are more conscious of the problems of conservation and pollution; and we seem more willing to support socialized approaches to health and other types of care.

I shall now talk about strategies which hopefully will provide those of you at policy levels some food for thought. First, planning must be devoted to mounting and maintaining the strongest base possible, otherwise you will not get your rightful share of national training resources. The second strategy relates to the changing values: it seems to me that vocational education enterprises have a good thing going their way in the growing suspicion that not all students need a baccalaureate degree. The strategy involves ways to make and keep the rank and file of vocational agriculture sensitive to this trend and to convince your clientele that vocational training can indeed fill a need which college degrees do not meet. You will have to marshall your forces for a tremendous public relations effort. The third strategy suggestion is related to the problem of cultural lag. First, some attention must be given to the matter of keeping up with important new developments. The second aspect of cultural lag is the stark necessity of replanning curriculums so as to make them attractive and respected throughout the academic world. The only approach I see to overcoming cultural lag is to cast aside tradition and solicit innovative ideas in planning and policy formulation.
(ALVIN L. BERTRAND, Professor of Sociology and Rural Sociology,
Louisiana State University)

A Complete Program of Vocational Agriculture

Diversified and Individualized Instructional Programs. There are thousands of school districts with the need for a diversified training program in agriculture which

utilizes the total agricultural resources of the community. A local survey of the agricultural and related resources is needed to determine the training possibilities which determine the training program. Instruction for diversified agricultural occupations should include group and individualized instruction. Group instruction could be 50 to 60 percent of the total instructional time during the year, with the remaining time devoted to individualized study in which students follow individual study guides. A group of teachers in Kentucky and North Dakota have developed 26 individual study guides and are trying them out on a pilot basis this year. Each student should have a training plan developed cooperatively by the student, the teacher, and the cooperating employer which states the terms of employment and training and spells out the jobs the student will perform and the responsibilities he will have. The student's individual study will focus on developing the knowledges and understandings needed to perform at the training station. Teachers must provide guidance and instruction in terms of how the individual study guides are to be used.
(**Harold R. Binkley**, Chairman, Department of Vocational Education,
University of Kentucky)

Young Farmer Education. The recent decline in young farmer programs has been primarily due both to the heavy workload of teachers and to the shortage of teachers. In addition, some teachers and administrators claim that there are not enough young agriculturalists in a community to have a program. But young farmers are a challenging group with which to work. They are usually becoming established in farming, have real problems, and are willing to share their needs with the teacher. An investigation was made in 1968 through personal interviews with 307 young farm operators in Iowa who were from 20 to 30 years of age. It was estimated that there is an average of 25 to 30 young farmers in each school district. Their average age was 26; 75 percent were high school graduates, 3 percent were college graduates, and 32 percent had some post-high school education; 85 percent were married; the father was the key individual in helping get them established in farming; 80 percent had other occupations prior to farming; 70 percent were individual operators. The land-grant universities need to continue educational programs for young farm operators. Area vocational-technical schools should develop young farmer programs, and vocational-agriculture departments in local high schools should increase efforts to meet this challenge.
(**Harold R. Crawford**, Associate Professor of Agricultural Education,
Iowa State University)

Vocational Agriculture for the Disadvantaged. Funds are available for programs designed to meet the needs of persons who have not been adequately trained in traditional programs of education. This group is often referred to as the "disadvantaged." The desires of disadvantaged persons are to function in society as full-time participants in the labor force and benefit from accepting civic and social responsibilities. Basically they want what all of society wants. In Florida the curriculum in agriculture for the disadvantaged is concerned with the total preparation of the individual. Insofar as feasible, the curriculum provides for basic literacy, understanding of self and others, leadership and citizenship development, sound personal health education, and job training. The curriculum prepares the student for three possibilities: (a) to return to the regular agriculture program once he overcomes the handicapping conditions; (b) to pursue advanced training upon completion of the special program; and (c) to enter the labor market with employable skills. The teacher must have compassion and empathy and be skilled in organizing subject matter, designing learning activities, and using teaching strategies. Instructional aids should be used to permit practical application of knowledge and to permit the

subject matter to be taught in a challenging and effective manner.
(J. A. **Barge**, Consultant, Special Needs Programs,
Florida Department of Education)

Role of the State Advisory Council and Its Effect on Vocational Programs

The Vocational Education Amendments of 1968 require that states establish an advisory council with members appointed either by the governor or by the state board of education. The primary functions of state advisory councils are the following: (a) to advise the state board concerning the development and administration of the state plan for vocational education; (b) to evaluate vocational education program services and activities; and (c) to prepare and submit through the state board to the U.S. Commissioner of Education and to the National Advisory Council an annual evaluation report. According to a staff member of the National Advisory Council on Vocational Education, the following items are frequently mentioned in annual reports of state advisory councils: that the state plan is a poor planning document in that there is an absence of clearly stated objectives which serve as guides in planning; that there is a lack of adequate data either for management or for evaluation; that there is poor coordination in the development of plans; that the lack of strong leadership exists at various levels; and that there should be funding of vocational-technical education. Advisory councils cannot operate in a vacuum. They must have facts on which to base decisions. Your ideas and convictions are important. This is a new avenue of communication outside the established structure.
(**Robert** H. **White**, Executive Director, South Carolina Advisory Council on
Vocational Education)

Issues in the Evaluation of Vocational Agriculture Programs

Five issues were discussed:

1. Should evaluation be primarily to check accountability or to develop a basis for program improvement? Accountability has been stressed by those responsible for federal and state support of programs. On the other hand, there is a welling up of pressure from administrators and citizens to improve the quality of programs.
2. Who should determine the criteria on which evaluation of local and state programs would be based? Uniform criteria make comparisons among districts and states more feasible, but those responsible for administration and local support of programs do not have a strong interest in such comparisons and would like to have something to say regarding the criteria on which programs are to be evaluated.
3. Who should direct and be involved in program evaluation? Historically, checking the compliance with state standards has seemed to support the direction of evaluations by the state agency. On the other hand, there is support for the contention that improvement in programs will depend largely on the involvement in evaluation of decision makers, clientele, and teachers.
4. What should be the role of state leaders in program evaluation? Should the role continue to be one of setting requirements and checking to see that they are met? Should state leaders recognize the potential competency and desire on the part of local educators to conduct evaluations and to prepare them for the task?
5. Should programs of vocational agriculture be evaluated separate from or as a part of a comprehensive program of vocational education? The mutual suspicions of leaders in the several fields of vocational education with

respect to biases, provincialism, and incompetence appear to be lessening. There is much to be gained in conducting evaluations of vocational agriculture as a part of comprehensive programs of vocational education.
(**Harold M. Byram**, Professor of Education, Michigan State University)

Reactions to "Issues in the Evaluation of Vocational Agriculture Programs"

There are many purposes of evaluation—program planning, accountability, development of evaluative processes, and accreditation. The purpose most important at the time is the one for which the evaluation is being made. We need to evaluate programs in terms of the objectives set for the program. We need to distinguish among programs and products at the various levels and evaluate accordingly. The product of the teacher educator is an able teacher; with the researcher, research findings; of a supervisor, a program organization which makes possible effective education. If measurement in terms of predetermined objectives is so important, why are any comparisons between school systems necessary? A coordinated, comprehensive evaluation of a total school program is best. The smallest unit for evaluation is the individual student, so the teacher need not wait on anyone else before starting to conduct his own evaluation. For making administrative decisions, evaluations by courses as well as programs are needed. The forces in society which have brought about and maintained identified fields of service in vocational education will force evaluation within the same framework.
(**Alfred H. Krebs**, Head, Agricultural Education, Virginia Polytechnic Institute and State University)

I believe the two primary purposes for evaluation are accountability and program planning. Data are required for making judgments as to whether a program continues to justify itself in terms of its intended purposes and in terms of other possible alternative offerings and costs. Also, program evaluation is to provide decision makers with management information for use in program planning. If vocational agriculture is to be viewed as part of a comprehensive school program, a school's vocational programs may be seen as part of a comprehensive state program of vocational education and evaluated as such. It is desirable for state agencies and local schools to contribute toward an overall evaluation effort which would provide accountability and program planning information which can meet federal, state, and local needs. Just as an agricultural program within a local school program may elect to go beyond the evaluation effort within the school, so the local school has the right to go beyond the state-local comprehensive evaluation effort and initiate its own special evaluation. State and local educational agencies share many common objectives and share needs for common accountability and program planning data. Efficiency can be achieved by using evaluation techniques which secure a basic core of information about goal achievements for all programs and all schools within a state, and which is made available to state and local program managers.
(**Harold Starr**, Center for Vocational and Technical Education, The Ohio State University)

Evaluation as Basis for Program Planning in Agricultural Education

I would like to share with you what I believe to be some strong signals for program planning. A survey of state supervisors regarding the status of agricultural education today revealed the following concerns and needs: (a) more information on the employment opportunities for skilled people in agriculture; (b) the recruitment and in-service education of teachers; (c) the expansion and extension of adult education; (d) the extending and expanding of programs in areas other than farming; (e) employment of teachers on less than a 12-month basis; (f) increased percentage of students becoming members of the Future Farmers of America (FFA); (g) expansion of state staff personnel; (h) funding of ninth- and tenth-grade courses; and (i) increased salaries for state staff and teachers.

General agricultural programs that are only exploratory are outdated. We must develop in-depth programs geared to the manpower needs in agriculture. There is a great need to expand and extend specialized programs. The objectives that were established a few years ago on the national level need revision. I am not too sure but that the name of our program—agricultural business and natural resources—isn't out of date. I would add environmental science and protection. Another strong signal for program planning is the recruitment of competent teachers for specialized programs. There is not any question but that we will need to turn to business and industry for some of these teachers. A comprehensive in-service education program is a must for these individuals. Planning and conducting in-service education programs for teachers is going to become a major function of supervisory and teacher-education staffs. In-service education will need to be planned and conducted by major instructional areas.

We can better serve the needs of agriculture in a given geographical area by using the abilities of all the teachers in the area. We must plan programs on the basis of a county or larger geographical area. Teachers with outstanding knowledge and abilities in specialized areas should be utilized in other districts, particularly in adult education. Research indicates that the area vocational school concept can provide a more comprehensive instructional program than those already in force. Very few instructional programs that we have today or will be developing in the future should be less than 48 weeks in length.

As professionals, we must assume the responsibility for determining quality programs. State staffs and state vocational agriculture teachers' organizations cannot continue to approve individuals who are not willing to provide quality programs. Local people must have a part in local program evaluation just as they must have a part in the development of local plans for agricultural education. We need research that will assist us in program planning. We know that ninth- and tenth-grade courses are basic, but we cannot document this with reliable research. We need research that will give us adequate information on the employment opportunities in the major instructional areas, and we need to identify more specifically the performance standards that persons must have for entering into agricultural occupations. We need to know more about the degree of performance of our product on the job and the effectiveness of the process for producing the product.

The role of supervision on the state level is rapidly changing to the concept of educational management. Our management role must be exerted more on a group basis by geographical area. There is great interest in adult education, but we are not doing as well as could be. School administrators and boards of education that do not support adult education are just not operating relevantly. It has been established that adults want more education and that they support this kind of education.

There are strong signals for the FFA. One of the most important tasks on the national, state, and local levels will be to adapt awards programs and leadership and citizenship activities for the major instructional areas. Every student should be an active member of the FFA, and every member should have the opportunity to participate. The name of the organization, the purpose and objectives, the award system, the constitution, and the ritual should not stand in the way of any student's participation.

(JAMES E. DOUGAN, Assistant Director of Vocational Education,
Ohio Department of Education)

BUSINESS MEETINGS

Officers

President, Agricultural Education Division, and Vice-President, American Vocational Association: C. M. Lawrence, Florida Department of Education

Secretary-Treasurer: James P. Clouse, Purdue University

Program Chairman: C. L. Mondart, Louisiana State University

Committee Reports

Membership. The Agricultural Education Division had 9,555 members in the AVA as of June 30, 1970. This represents 103 percent of the potential membership but is a decrease of 444 members from 1969. Membership in the Division was 21 percent of the AVA membership for the 1969-70 year. Twenty-two states enrolled more than 100 percent of their potential membership and an additional seven states enrolled 90 percent or more. The membership committee recommends that a strong recruitment program be developed in each state which will recruit upperclassmen in teacher preparation programs for membership, involve personnel employed in postsecondary institutions, and promote package membership programs in states not now having them.
(Clarence E. Bundy, Iowa State University, Chairman)

Public Information. The major emphasis of the committee continued to be the collection and dissemination of program information. During 1970 items of information were submitted by 22 States, and six "Vocational Agriculture Program Facts" releases were prepared and distributed. The second activity initiated was the preparation of a publication on concepts of vocational education in agriculture. This publication is now being reviewed prior to publication. During 1971 a beginning will be made on developing concept brochures for the individual agricultural options.
(Alfred H. Krebs, Virginia Polytechnic Institute, Chairman)

Research. Compilations of "Summaries of Studies in Agricultural Education" completed in 1969-70 and lists of studies in progress for the North Atlantic, Central, Southern, and Pacific regions were distributed. The titles of 161 research studies completed in 1968-69 were published in *The Agricultural Education Magazine*, June 1970. *Summaries of Studies in Agricultural Education, 1965-67*, was published by the AATEA in February 1970. The committee is compiling a similar publication of studies completed in 1967-70 which will be published by AATEA.
(James T. Horner, University of Nebraska, Chairman)

Curriculum Materials. The 1969-70 edition of *A Description and Source Listing of Curriculum Materials in Agricultural Education* was published and distributed to each teacher educator and supervisor. The AGDEX filing system has been sold in 40 states and 4 foreign countries. Teaching kits are available free to each head state supervisor and teacher educator upon request from the Ohio Agricultural Education Curriculum Materials Service.
(Harlan E. Ridenour, Ohio Department of Education, Chairman)

Professional Personnel Recruitment. This year's study of the supply and demand of teachers indicates that the shortage of teachers of vocational agriculture is still with us. Seventeen hundred persons were qualified for teaching vocational agriculture in 1969-70, compared to only 1,038 in 1965. Fifty-one percent of those qualified in 1969-70 entered teaching. State recruitment commissions are active in 43 states. Nearly 700 teachers who are successful in recruiting prospective teachers were recognized with "Teacher of Teachers" certificates during the year. More

than 78,000 copies of the brochure "Opportunities in Teaching Vocational Agriculture" were distributed. A total of 650 sets of the slide series "A Future for You—Teaching Vocational Agriculture" have been sold since 1968. A major effort of the committee during the year was the distribution to every teacher in the United States of a mailing which included a poster designed to use in junior high schools to acquaint students with opportunities in vocational agriculture. Another effort of the committee was a complete revision of the slide series entitled "Look Ahead to Teaching Vocational Agriculture."
(RALPH J. WOODIN, Ohio State University, Chairman)

Veterans Farm Training. A survey of states revealed that about 800 veterans in five states are enrolled under the present Veterans Benefit Act. Problems seem to arise from the requirements of the Act and the lack of information about numbers and location of veterans to be served. Solutions appear to be in surveying the number and location of veterans through veterans' associations, farm organizations, and vocational agriculture teachers, and in making this training a responsibility of area vocational schools.
(DOYLE BEYL, Wisconsin, Chairman)

Safety. This committee is a subcommittee of the joint American Vocational Association-National Safety Council Safety Committee. The committee's major responsibility at present is determining the needs of the Agricultural Education Division in the field of safety through a survey of literature and solicitation of ideas from the membership. A complete report of the committee will appear in the joint AVA-NSC Safety Report.
(G. DONAVON COIL, Illinois, Chairman)

The Agricultural Education Magazine. Nine of the twelve issues published in 1970 were expanded from 24 to 28 pages. Articles were submitted from 45 states and Canada. High school and postsecondary teachers authored 45 percent of the articles, supervisors wrote 15 percent of the articles, and teacher educators wrote 27 percent, while the remaining articles were written by graduate students and research specialists. Reviews of 34 books were published.
(J. ROBERT WARMBROD, Editor)

Advisory Committee. The National Advisory Committee of the Agricultural Education Division held its annual meeting on March 4-5, 1970. The highlight of the meeting was a symposium on "Status, Problems, and Trends in Vocational Agriculture." Members of the National Advisory Committee were very active during the year in assisting with problems relating to agricultural education. Three of the Advisory Committee members made special presentations during the convention in New Orleans which will be most beneficial in planning future actions for the Agricultural Education Division. Members of the National Advisory Committee are: Charles D. Bennett, Foundation for American Agriculture, Chairman; Jere A. Brittain, Uniroyal Chemical, Vice-Chairman; Tony T. Dechant, National Farmers Union; Clyde Greenway, Sears Roebuck Foundation; Vernon E. Schneider, American Institute of Cooperation; Fred Stines, *Successful Farming Magazine;* Louis H. Wilson, National Plant Food Institute; Alexander Nunn, Alabama; Parke Brinkley, National Agricultural Chemical Association; Herrell DeGraff, American Meat Institute; George W. Koch, Grocery Manufacturers of America; D. N. McDowell, National FFA Foundation Sponsoring Committee; and Douglas Hewitt, Farm and Industrial Equipment Institute.
(C. M. LAWRENCE)

Resolutions

Policy resolutions pertaining to the following were approved:

—that the Agricultural Education Division go on record as supporting the recently adopted organizational pattern in the U.S. Office of Education which provides identification of vocational fields of service and vocational youth groups, and that it pledge the continued effort of our professional organization to secure adequate, identified staffing, funding, and organization of agricultural education at the local, state, regional, and national levels; and that in order to accomplish the implementation of the present legislation and the further improvement of programs of vocational education that the NVATA-USOE Relations Committee continue its efforts to obtain full funding with adequate and specific budgeting of salaries and expense funds for the USOE staff.

—that the AVA, through its affiliated state associations, make every effort to insure the involvement of vocational education in the organization and planning of programs which may result from the proposed comprehensive manpower legislation, and that state vocational associations work to encompass all vocational education and training under the direction of the appropriate state vocational education agency.

—that the AVA encourage its members to accept wholeheartedly the increasingly essential professional responsibility of maintaining and improving quality programs in vocational education; and that the AVA take steps to accomplish this objective at the national and state levels through promoting and developing guidelines and goals for continued upgrading of vocational programs in agriculture.

—that the Agricultural Education Division develop means whereby students preparing to teach agriculture can be oriented to the role and functions of professional organizations.

—that the Agricultural Education Division support reducing the number of classroom hours per week and the addition of required individual on-farm instruction in regulations pertaining to the veterans farm training program.

—that the members of the agricultural education profession through the Agricultural Education Division establish a "National Committee for the Development of Vocational Agribusiness and Natural Resources," to be appointed by the vice-president for the Agricultural Education Division.

AFFILIATED ORGANIZATIONS

National Vocational Agricultural Teachers' Association

Special Program: Associate Commissioner for Adult, Vocational, and Technical Education. Recently I was looking for new visibility for the Division of Vocational and Technical Education in the Office of Education. I felt that the various vocational program areas were not properly represented in the organizational structure, nor did I think youth groups, not only FFA but the other youth groups, had the visibility they needed. So one of the main thrusts was to recognize in the organizational structure youth organizations and the occupational areas.

I get criticisms of vocational agriculture just as I get criticism of other secondary and postsecondary programs. Some people criticize vocational agriculture and vocational education in the same breath. We have a lot of work to do, but there is no easy solution to the problem. The critics of agricultural education continue to charge that you have 40 percent of your total enrollment in secondary programs and it is all production-related. I asked them, have you looked at the programs lately? Agricultural education is moving to agribusiness and agrimechanics programs. They are moving away from production agriculture, but they are not and should not eliminate production agriculture. Some programs need to be moved to the postsecondary level. There are many opportunities at the postsecondary level in agriculture, but we cannot eliminate the secondary school programs. I am not saying that everything is right in vocational agriculture or vocational education. I took this job to improve vocational education; if you want to help me improve vocational education, we must begin from the ground up, for that is the only way we are going to survive.

I need to know more about what you in agricultural education are doing. I know most of you want to improve the total program of agricultural education. It is no easy job to change programs. Agricultural education will be a main part of the total program, but we are all going to have to work together. Teacher education is going to be the key to a lot of the problems we face. Upgrading and enhancing the preparation of teachers and administrators is going to be the salvation of vocational education. You have the expertise, knowledge, and capabilities to improve agricultural education. If you want to stand up and fight and say, "let's change these programs; let's move," I am here to help you make it go. I am here to help you and work with you. If you want to help me, let's make a team and make things go.
(ARTHUR LEE HARDWICK, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, U.S. Office of Education)

Report of the President. NVATA is an affiliation of state associations and only with strong state associations can the NVATA remain strong and viable in its efforts for the continued improvement of vocational agriculture and vocational education. I recommend that state associations organize a State Vocational Agriculture-FFA Support Committee that can help keep and improve what we have always known as an excellent program. We must also improve communications. A random survey of NVATA members showed a deplorable lack of knowledge about state associations and the NVATA. We should encourage the membership to communicate with the national and state associations, the agricultural industry, state and national supervisory staffs, state and national legislators, and others who influence the image of our profession. We must cooperate with other agencies such as the Cooperative Extension Service, four-year colleges, and two-year postsecondary schools. A great amount of time has been spent on the special NVATA-USOE committee. In the new organizational structure of the Division of Vocational and Technical Education, agriculture is identified as "Agribusiness and Natural Resources Occupations," and the FFA is identified along with other vocational youth organizations. This has been one of the major requests of the NVATA.
(MILLARD GUNDLACH, Wisconsin, President)

Report of the Executive Secretary. The principal activity during the past year has been a continuation of efforts started two years ago to regain identification in the organizational structure of the U.S. Office of Education for vocational agriculture and the FFA. Apparently these efforts have met with success. Effort now needs to be directed toward correcting situations in states that have followed the Washington pattern. The NVATA leadership has urged affiliated state associations to form State Support Committees for Vocational Agriculture and the FFA. Other major accomplishments during the year include as follows: (a) official representation was obtained by teachers of agriculture for the first time on the National FFA Contest Committee and the National FFA Foundation Board of Trustees; (b) NVATA successfully sponsored an amendment to the AVA Constitution permitting each Division to elect its own vice-president, and NVATA also sponsored a resolution adopted by the AVA House of Delegates calling for AVA to take the initiative in securing Division identification and staffing in the U.S. Office of Education; (c) NVATA continued to cooperate with agricultural industry in sponsoring contests that provided 15 members all expense trips to the National Convention.

I recommend the following for your consideration: (a) continue as number one priority the work of the NVATA-USOE Committee until vocational agriculture has proper identification and adequate, identified leadership at the national and state levels; (b) continue to urge state associations to have public information committees that contribute materials to the Agricultural Education Division Public Information Committee; (c) continue to urge state associations to organize State Support Committees for Vocational Agriculture and the FFA; (d) increase efforts to secure state association and NVATA memberships, and participation from postsecondary institutions; (e) extend efforts to keep the membership informed, for there is a need for all members, and especially leaders of the state associations, to become more concerned and more responsible; and (f) continue to develop strong local programs of vocational agriculture. I am more optimistic about the future of vocational agriculture and the FFA than I have been for several years. More work remains to be done on the national and state levels; success will depend upon the leadership provided by state associations.
(JAMES WALL, Executive Secretary)

Resolutions. In addition to the policy resolutions adopted by the Agricultural Education Division, the membership of NVATA approved the following resolutions:

—that NVATA encourage more suggestions from vocational agriculture teachers through their elected contest committee representatives for the further improvement of national FFA contests.

—that NVATA request each state association to develop a State Support Committee for the promotion of vocational agriculture, and that NVATA support and encourage these committees by establishing means of exchanging ideas and programs among committees.

—that the Executive Committee of NVATA provide direction for specific activities aimed at the implementation of the NVATA program of work, and that the leadership of state associations assume responsibility for the best use of the information provided by NVATA by informing members and in planning and carrying out a strong program of work.

—that NVATA encourage its members to accept wholeheartedly the increasingly essential professional responsibility of maintaining and improving the quality of vocational agriculture programs, and that NVATA solicit the support of NASAE and AATEA in developing guidelines for high quality programs in agricultural education.

Officers, 1971. President, Glen D. McDowell, Pikeville, Kentucky; Past President, Millard Gundlach, Montfort, Wisconsin; Treasurer, Sam Stenzel, Colby, Kansas; Vice-Presidents: Region I, Fred A. Beckman, Weiser, Idaho; Region II, Bill Harrison, Leedey, Oklahoma; Region III, Francis N. Murphy, Madison, South Dakota; Region IV, Odell Miller, Raymond, Ohio; Region V, D. P. Whitten, Centre, Alabama; Region VI, Howard E. Teal, Boonville, New York; Executive Secretary, James Wall, Lincoln, Nebraska.

National Association of Supervisors of Agricultural Education

Today's Realities—Tomorrow's Future for Vocational Agribusiness. I use the term "agribusiness," for I believe your ability to think in terms of a total concept of agribusiness is as vital to your future as it is to mine. Agribusiness includes what you call production agriculture and embraces the business of serving agriculture with purchased inputs and services and the business of processing agricultural products. What are the realities that challenge the future of vocational agriculture? (a) Vocational agriculture programs are vital to the production of food and fiber for our exploding population. (b) There has never been a time when agriculture has had less political power, so there will continue to be less concern on the part of politicians both in Washington and state legislatures for agriculturally related programs including vocational agriculture. (c) We must admit there has been a significant change in educational philosophy brought about by the Vocational Education Amendments of 1968; there is no longer specialized funding for vocational education; the Act generalizes vocational education. (d) National leadership for vocational agriculture in the U.S. Office of Education has been diluted and the odds are it will never return to its former strength; leadership must come from your ranks. (e) Along with the void of strong national leadership has come a trend toward decentralization; you must plan for the future in your state. (f) You must realize that vocational agriculture teaching must fit the changing needs of agribusinesses; you must teach to the total needs of agribusiness; some rather dramatic changes in how vocational agriculture is taught are a basic part of your challenge. (g) The fact that youth are searching means that vocational agriculture and FFA activities can play a more significant role in guiding and motivating young men and women toward successful careers in agribusiness.

What can you do to meet these challenges? (a) Formulate a plan of action with the full realization that the moves you must make cannot be accomplished overnight. (b) Figure out what kind of a curriculum vocational agriculture should have next year and in 1975; then devise a plan to achieve these specific needs. My recommendations for some of the elements of your five-year plan are as follows: change the name of your profession—call it vocational agribusiness instead of vocational agriculture; change the name of the Future Farmers of America—make the name more contemporary; give the FFA a new modern symbol and put the boys in blue blazers instead of blue jackets; give the whole FFA program a new look and meaning that is tuned to the seventies; and address agricultural education to all aspects of agribusiness. There is too much emphasis in your teaching on production agriculture, for the reality is that many students cannot and will not get into farming. (c) Develop an effective local-level public relations program for vocational agriculture. (d) Organize a statewide support for vocational agriculture among the agribusiness community. An example of this is the Iowa FFA-Vo-Ag Challenge Committee. (e) Emphasize the leadership programs of vocational agriculture and FFA. (f) Support your state and national vocational agriculture teachers' associations. Insist on strong, specific leadership for vocational agriculture from AVA.
(FRED STINES, Publisher, *Successful Farming Magazine*)

Report of the President. During the past two years I have been privileged to serve on the USOE Study Committee. Just recently the new associate commissioner announced the new staff structure which identifies vocational agriculture under the title "Agribusiness and Natural Resources." FFA and the other youth organizations are identified under a separate section. Much progress has been made; however, we should not stop working. I recommend that the newly elected president continue to serve on the USOE Study Committee. The continued effort of this Committee can do more to assure the safety and continued growth of vocational agriculture than anything I can think of at this time.
(T. L. FAULKNER, Alabama, President)

American Association of Teacher Educators in Agriculture

AATEA Lecture—Agricultural Education: Some Concerns and Comforts. I wish to touch briefly upon some current issues in agricultural education which disturb and concern me, and some recent events in the field which please or comfort me. I am concerned about the national attitude regarding vocational education. Far too many parents still believe vocational education is designed for someone else's children. For years vocational education programs including agriculture have been an important segment of local high school programs. Since vocational education legislation included special funding for the construction of area vocational-technical schools, many school districts have constructed this type of school. These schools are providing both rural and urban youth an opportunity to prepare for an occupation. This is good; however, I am concerned that many strong vocational programs in comprehensive high schools are forgotten by the state, district, and local administrators. I am concerned that too little attention is pointed toward occupational education in agriculture for persons who have dropped out of school or who have graduated from high school. I am concerned that for too long because of the few federal and state "vocational" dollars involved we have permitted local and state regulations to dictate the type of agricultural course that is offered in a school.

Now let us look at the brighter side and note what I call "comforts." We are making progress in convincing people that agriculture is more than farming. The emergence of thousands of educational programs over the nation for occupations in agriculture other than farming has convinced me that the old concept that agricultural education only prepares farmers is dying. I get a good feeling when I reflect upon the thousands of school superintendents, chief school administrators, college and university deans, and others in important positions of educational leadership who have received their professional education and experience in agricultural education. The development of improved curriculum materials is encouraging. The improved physical facilities provided by schools for instruction in agriculture are hard evidence that communities consider instruction in agriculture important. The fact that more cities are now offering agricultural courses is encouraging. It is encouraging to learn that agricultural teachers in increasing numbers are now being chosen as leaders of conservation programs being established in secondary schools. The growth of the National Young Farmer Institute is good.
(DAVID R. MCCLAY, Professor and Head, Department of Agricultural Education, The Pennsylvania State University)

Distinguished Service Award. Lloyd J. Phipps, Professor and Chairman, Department of Vocational and Technical Education, University of Illinois, Urbana-Champaign, was awarded the Association's Distinguished Service Award.

Report of the President. Among the activities of AATEA during 1970 were the following: three special committees were appointed or continued—Role of AATEA in National Assessment of Education, National Goals of Teacher Education in Agriculture, and Guidelines for Teacher Education in Agriculture; three issues of the *AATEA Newsletter* were printed and distributed; the *Journal of the American Association of Teacher Educators in Agriculture* was printed in a journal format and two issues were published; the 1970-71 AATEA Directory was distributed; the AATEA historian prepared and distributed a publication entitled "A Composite Listing of Teacher Educators in Agricultural Education by Institutions, 1917-1970"; and life membership certificates were presented to teacher educators who retired during 1970.

Committee on Guidelines for Teacher Education in Agriculture. This continuing committee, formed as a result of a request from the National Council for Accreditation of Teacher Education, has analyzed the "Standards and Evaluative Criteria" by which teacher education in agriculture would be evaluated, and has collected relevant materials and documents which have a bearing on teacher education in agriculture. It has also identified issues and drafted guidelines for teacher education in agriculture for the following areas: faculty in teacher education; resources and facilities for teacher education; the program of instruction; evaluation of

graduates; and students in teacher education. The list of tentative guidelines will be disseminated to the profession for reaction in 1971.
(WILLIAM E. DRAKE, Cornell University, Chairman)

Committee on Role of AATEA in the National Assessment of Education. Originally, the National Assessment Project developed plans for measuring achievement in vocational education. Objectives and tests were developed for each of the subject specialties, including agriculture. The try-out of tests failed to establish their validity and usefulness; therefore, efforts to assess achievement in specialized areas of vocational education was discontinued. Attention was then given to assessment pertaining to career and occupational development. The objectives and exercises will be ready for use in 1971. The focus is now on generally useful skills, not on specialized skills. The assistant to the director of the project reports that "National Assessment will not be dealing specifically with agricultural education."
(HAROLD M. BYRAM, Michigan State University, Chairman)

Committee on National Goals of Teacher Education in Agriculture. This committee, established by a resolution adopted at the 1969 annual meeting, is presently preparing position papers. Work of the committee will continue in 1971.
(GEORGE L. O'KELLEY, University of Georgia, Chairman)

Officers, 1971. President, Gene M. Love, University of Missouri; President-Elect, Earl Carpenter, Clemson University; Secretary, William Annis, University of New Hampshire; Treasurer, Irving Cross, Colorado State University; Historian, George Ekstrom, University of Missouri; Regional Vice-Presidents: Central, James Clouse, Purdue University; North Atlantic, Gerald R. Fuller, University of Vermont; Pacific, C. Oscar Loreen, Washington State University; Southern, George L. O'Kelley, University of Georgia.

Joint Meeting
National Association of Supervisors of Agricultural Education
American Association of Teacher Educators in Agriculture

Accreditation for Vocational-Technical Education. The American Vocational Association has been asked by the regional associations and the National Commission on Accrediting to undertake the development of guidelines for criteria, standards, and procedures for the accreditation of vocational-technical education. Six guidelines have emerged: (a) accreditation should promote accountability; (b) accreditation should encourage the collection of data about both process and product and should encourage research into the relationship between product success and process factors; (c) accreditation must continue to be in terms of objectives; (d) objectives should be stated in such a manner as to permit employers and institutions to know what to expect of people who have completed a given program; (e) accreditation should facilitate interchangeability of educational requirements, thus increasing freedom of movement between career ladders and eliminating any necessity to repeat education in order to advance in an occupational field or to change fields; and (f) accreditation should be an educational process aimed at improvement of institutions and programs.
(LANE C. ASH, American Vocational Association)

Projections: Agricultural Education. During the 1970's the terms "vocational agriculture" and "agricultural education" will be changed to "vocational agribusiness" and "agribusiness education." Enrollment in agribusiness education by 1979 is estimated to exceed 1,150,000 students compared to the 860,000 students enrolled in vocational agriculture in 1969. By 1979 it is estimated that 55 percent of the students enrolled at the secondary and postsecondary levels will be training for careers in off-farm agribusiness. Secondary enrollments in agriculture will increase from the present 537,000 to 660,000 in 1979. Enrollments in postsecondary institutions will exceed 50,000 students in 1979, compared to 16,000 students in 1969. Adult enrollments in agribusiness should exceed 410,000 in 1979, compared to 290,000 in 1969. Adult courses will be offered more extensively in areas in off-farm agribusiness.

These estimates are based upon the assumption that there will be adequate staffs at the national, state, and local levels to provide counsel, guidance, and promotion for the development of programs along the new lines of agribusiness and natural resources. Also, it is assumed that teacher education programs will be increased and modernized to produce teachers who are more specialized technically and professionally. The merits of replacing the term "agriculture" with "agribusiness" in agricultural education will be explored in depth during the forthcoming National Agribusiness and Natural Resources Seminar in Denver, May 11-14, 1971.
(H. N. HUNSICKER, U.S. Office of Education)

BUSINESS AND OFFICE EDUCATION DIVISION

Proceedings Recorder:
Stephen L. Juneau
COE Coordinator
Francis T. Nicholls Senior High School
New Orleans, Louisiana

POLICY COMMITTEE MEETINGS

Policy Committee Elections.

John L. Rowe, Grand Forks, North Dakota, was elected Division President. Other members are Walter Chojnowski, Madison, Wisconsin, Chairman of the Policy Committee; Leonard Carpenter, Portland, Oregon, Program Chairman; Joseph Barkley, Athens, Georgia, Past President; Bruce Blackstone, USOE, Washington, D.C.; Mildred Blair, Omaha, Nebraska; James Bowling, Zanesville, Ohio; Rosamond Demman, Salt Lake City, Utah; Charles Newman, Jefferson City, Missouri; Evelyn Robinson, Westlake, Ohio; Victor Van Hook, Stillwater, Oklahoma; James Zancanella, Laramie, Wyoming; and, Harry Huffman, AV JOURNAL Editorial Board, Fort Collins, Colorado.

BUSINESS MEETINGS

National Association of Teachers of Business and Office Education

Elected officers are the following: President, Evelyn Robinson, Westlake, Ohio; Vice-President, Letsy Brown, Hamilton, Alabama; Secretary, Erma Johnson, Fort Worth, Texas; and Treasurer, Nadine Marcum, Little Rock, Arkansas.

National Association of Supervisors of Business Education

Elected officers are as follows: President, Merle Wood, Oakland, California; President-Elect, Leonard Carpenter, Portland, Oregon; and Secretary-Treasurer, Ethel Plock, Louisville, Kentucky.

National Association of Teacher Educators for Business and Office Education

Elected officers are: President, William Mitchell, Eau Claire, Wisconsin; President-Elect, Annell Lacy, New Brunswick, New Jersey; Secretary, Ronald Vaughn, Macomb, Illinois; and Treasurer, Don Bright, Bowling Green, Ohio. The Executive Board consists of the following: Jack Reed, Cedar Falls, Iowa; Harry Huffman, Fort Collins, Colorado; Charles Reigel, Memphis, Tennessee; and Robert Kessel, Moscow, Idaho.

National Association of State Supervisors of Business and Office Education

Elected officers are the following: President, Marguerite Crumley, Richmond, Virginia; Vice-President, Ruel Falk, Madison, Wisconsin; Secretary, Charles Bright, Frankfort, Kentucky; and Treasurer, Robert Gordon, Santa Fe, New Mexico.

PROFESSIONAL MEETINGS

Let's Re-examine Priorities

Meeting the Needs of People—
New Directions for a New Decade

We hear a lot of talk today about the generation gap. Many young people question the relevance of the experiences of people over 30 years of age. How about federally funded vocational education? Is there a generation gap? Can a program which was "born" 53 years ago in an agrarian society be relevant to a rapidly expanding urban society? These are the questions we must consider as we look at new directions for vocational education in the new decade.

Technological change was rampant in the 60's and the rate of change will accelerate in the 70's. A corresponding increase in educational requirements for business and office occupations will necessitate the continued expansion of offerings in post-secondary institutions. Programs needed will be in the new areas of education for occupations in business, data processing systems, information communications, personnel training, and supervisory and administrative management.

The trend should be toward preparation of students for "families" or "clusters" of occupations. A changing labor market requires new combinations of job skills. Vocational education must have the flexibility in the 70's to restructure curricula as needed, across vocational service areas if necessary, to meet the new labor market requirements. Adult vocational office education programs will be essential in meeting the demand for "second career" education. Vocational office education must be committed to developing each rung on the vocational career ladder.

A relatively new development which will affect vocational education in the 70's is the women's liberation movement. The movement has served as a stimulus to examine the programs available for women through vocational education. Emphasis must be given to enrollment of women in technical, mid-management, and management level courses. In this way vocational office education can contribute significantly to the better utilization of the country's human resources.

Another emerging concern is the condition of our environment. New programs are being developed now to help meet the need for trained personnel in such fields as waste water treatment, environmental health, urban development, air pollution technology, and similar technologies. These important programs and other new and emerging occupational programs will be vital to the country in the 70's. Office occupations programs must adapt to include preparation of persons for these new and emerging occupations.

Approximately two million people were enrolled in office occupations in the fiscal year 1969. It is predicted that 20.4 million people will be employed in office occupations by 1980. Indications are that there will be a 3.3 percent annual increase in office occupations. The search for relevancy will continue to grow in this decade. Elementary schools will increase their efforts to provide students with an orientation to the world of work. Junior high schools will develop programs of occupational exploration as a prevocational group guidance service. Secondary and post-secondary schools will expand the number of cooperative office education programs offered as vocational education embarks on training for new emerging occupations. Simulation permits control of the learning environment, and the games played can bring students more learning time by eliminating some of the repetition which is found in a real office.

A major trend will be an emphasis on developing a comprehensive and articulated plan for vocational education in each community of the state, and an evaluation system which shows the degree to which the objectives in the plan have been met. Vocational education will be examined in greater depth and held equally accountable for its contribution to solving the social, educational, and economic problems of the day, as it is held accountable for job-skill development.

Our society, as it grows in numbers and complexity, will increasingly rely on quick access to and analysis of data for purposes of planning its courses of action. The facilitating functions performed by office workers will be even more essential during the 70's than during the 60's.

(LEON P. MINEAR, WASHINGTON, D.C.)

Continuing Education—Price of Survival

Many people still do not believe that there are more people with less than a fifth grade education in our cities than there are college graduates. Public schools, community colleges, and other public agencies did a good job in the upgrading and retraining of employee workers during the 60's. Considerable headway has been made in high school completion programs for out-of-school youth. The big educational challenge has been and will continue to be the unemployed youth and adults with no marketable skill and with the handicap of an eighth-grade reading level or below.

The post-Sputnik philosophy of "weed out the less able and concentrate upon the potential leaders of tomorrow" has been disastrous! It won't be easy to break. Since the days of prehistoric man, men have argued over whose children should have an education, how they should be educated, and how much they should be taught to become full-fledged members of society.

Most adult programs follow a simple philosophy that works equally well with many of the so-called highly disruptive day-school youth.

1. They use methods and materials on an individualized basis that will enable each student to succeed—not fail again. Some teachers may be dubious about instructional methods such as programmed instruction, but the pupils like the method and do learn more in less time, and that is what counts. Which of the many new instructional methods is best? Any method which enables people to succeed in learning, often for the first time in their lives, is a good method. With the necessary funds for instructional supplies and equipment, and the essential in-service teacher education, the public schools can and are doing the job.

2. They accept out-of-school youth and adults as they are, academically and socially, and move ahead from there.

3. They treat all out-of-school youth and adults as adults—not as children. This is essential.

4. They avoid labeling programs with such terms as "the unwed mothers program," "the dropout group," or "the highly disruptive class." The roots of selective education for the few go deep in the thinking of many educators.

5. Almost everyone wants to succeed, not fail. Evening high schools, adult centers, and community colleges are usually pleasant learning places because the focus is upon a second chance for learning and success. In contrast with many other societies of history, our society does have an opportunity to help people help themselves through learning.

(ROBERT E. FINCH, CINCINNATI, OHIO)

Accountability—by Public Demand

The call for accountability in education represents a policy declaration to review and reform the educational system. An excellent example of a policy declaration at the federal level was made by President Nixon in his 1970 education message. He stated, "From these considerations we derive another new concept: Accountability. School administrators and school teachers alike are responsible for their performance, and it is in their interest, as well as in the interests of their pupils, that they be held accountable."

One innovative approach to implementing the policy of accountability in education is the performance contract. Through performance contracting, school systems engage in incentive-penalty type contracts with private educational agencies for instructional services. The terms and conditions of the performance contract are such that if designated pupils achieve specified educational gains as a result of contractor-administered activities, the contractor receives a set compensation. If pupils fall below specifications, the contractor receives less reimbursement, and likewise, if the pupils exceed specifications, the contractor receives additional reimbursement.

Education performance contracting has captured the attention of educators for a number of reasons. At the most general level, it can be conceived as a new strategy for change within the educational system. If properly planned, implemented, and evaluated, performance contracting can afford educators with an economically feasible, politically palatable, and instructionally sound approach to designing solutions for the problems facing education today.

In November, 1969, the Dallas Independent School District initiated a planning effort which concluded on August 25, 1970, with the first day of operation of their "Guaranteed Student Performance in Education and Training Project." The Dallas Project, the first of its kind in a major metropolitan area, represents the most exhaustive planning effort undertaken to date in performance contracting.

The program encompasses grades 9-12 in given high schools, all of which qualify for Title I funds. The operational components of the Project include reading, mathematics, achievement motivation, and occupational training in automotive, metals, and drafting. The Project also has two service components—audit and management support.

Approximately 960 students are in the experimental group and 700 students with similar characteristics comprise the control group. The characteristics of the target population are as follows:

1. In their respective schools the students are from the lowest quartile, derived for the ninth grade test scores.
2. Without exception, these students have suffered the consequence of poverty at home and a lack of success during their school careers.
3. Teachers and counselors have indicated that these students are generally lacking in a desire to achieve. This attitudinal construct is manifested in a lack of life goals, inability and unwillingness to plan, and a lack of desire to succeed in school.

New Century Company, a subsidiary of the Meredith Corporation, was selected to operate the communication and mathematics program for the students in the target schools. The achievement motivation and occupational components were awarded to Thiokol Chemical Corporation in Utah. Thiokol has been involved in occupational training of the hard-core unemployed for the past five years.
(JACK STENNER, WASHINGTON, D.C.)

Student Involvement in Educational Program Design

The evidence is abundant that this is an age when everybody seems to want to be directly involved in the formation of decisions which affect him. Particularly is this true where education is concerned. Parents, teachers, and now students are demanding a larger role in decision making. And there are good reasons to believe that student demands for participation are not transitory. The question, then, is not whether students will participate, but what are the most reasonable, sane, meaningful ways of permitting them to do so.

At the same time there is need to determine what students are trying to tell their school administrators and teachers—the reasons which give rise to their insistence on participation. The two principal points the students seem to be making is that school is just one big bore and that the school's curriculums are irrelevant, out of touch with their needs.

Student demands may not reflect parental views or those of the "Establishment," which does not always share the sense of urgency for a complete overhaul of the curriculum. Moreover, there are other real constraints which must be considered—courses required by state law, graduation requirements, college entrance requirements, etc. Thus, it is essential that the forms and limits of participation be carefully defined and well understood. Participation must not be permitted to become control.

Schools are now seeking ways of allowing students to have a part in confecting the educational design. Some are developing mini-courses; others are permitting students to decide how they wish to spend a given part of each school day. The "school-without-walls" concept offers numerous opportunities for students to help plan their educational programs. Many opportunities are present in every classroom for students to have a voice in developing, implementing, and evaluating programs. Students might even be permitted to have representation in departmental and building curriculum council meetings.

In the final analysis, there is need to examine closely what is actually going on in classrooms that has led to the alienation of so many students. It is imperative that teachers decide what knowledge is of most worth for today's youth and examine their goals and their programs in light of their answer to the question. Having done this, they will be in a better position to justify instructional assignments to youth and to convince them of the relevancy of these tasks.

Since today's students are action-oriented, teachers must consciously plan to involve them actively and totally in the learning process, for students who are actively involved in meaningful learning tasks will in all likelihood not be complaining of boredom or irrelevancy.

What students are really demanding is teachers who care—who care that they are not bored, that they recognize the personal significance of educational tasks, that they have a part in designing their educational experiences.
(Malcolm F. Rosenberg, Jr., New Orleans, Louisiana)

Students at Texas Tech University recently ranked as most important to them: (a) student-designed curriculums, (b) legalized abortion, and (c) student evaluation of faculty.

At the same university, business education students are designing a training program based on practical experience. An office service center on the campus is being organized by the students, to be manned by business education students from sophomores through seniors. The students enrolled in courses that will furnish "employees" will do actual work for pay from the surrounding community, as well as absorb any overflow from the university. Simulated work will be included with the live work, when necessary. This program could be compared to an intern program for doctors or student teaching for prospective teachers.
(William R. Pasewark, Lubbock, Texas)

Students Tell It Like It Is

Never before has the challenge been so exciting or the demand so great for youth. Young people today are saying that they need total involvement more than anything else. Young people are asking for contact beyond the classroom.

Youth organizations today provide a bridge between the classroom and the role that a young man or woman must assume in adult life. These organizations help prepare the young person to meet his life responsibilities by allowing him actually to participate in decision making, group interaction, and leadership roles. Business education teachers have the responsibility of preparing youth, not only with technical skills, but with the qualities necessary to live and work with people. The business teacher has the responsibility to the future leaders of this nation.

Students should belong to business youth organizations because they provide young people of America with experience which cannot be paralleled in the classroom. Through such organizations students meet many people participating in all aspects of life, they get closer to business by actually participating in numerous business activities, they have opportunity for travel, they work on committees, and they hold offices of responsibility. A leader must be able to express what he believes and do so in a convincing and forceful manner. Each person must commit himself to execute his leadership in the best fashion possible.

The choice of dedicated, capable, and knowledgeable leaders should be predicated on the consideration of who is most interested in your problems, who is best qualified to represent your viewpoint, and who is most committed to act in your interest. It falls to each of us at some time to lead others of a common view toward the accomplishment of a mutual goal. The obligations we shun will fall upon the shoulders of others less attuned to our desires and less agreeable to our philosophies.

You, as business educators, must get involved with your students other than just in the classroom. Your involvement will be truly rewarding and satisfying. It is your privilege to work with business students in developing the qualities of business and civic leadership. Keep in mind that no matter how they feel, how they act, or what they do—your students are tomorrow's business leaders.

(Lonnie Kvasnicka, Emporia, Kansas)

The primary function and purpose of office education is the development of vocational competencies in office occupations for office careers. Office activities are the facilitating processes that are necessary to bring about the coordination of production and distribution phases of our total economic system. Office occupations requiring various degrees and kinds of skills, knowledges, and personal attitudes may be found in nearly every business organization. Office work is the second largest of all major occupational groups in the United States.

On the high school level, office education courses including typewriting, shorthand, bookkeeping, and other skills may be followed by an area of instruction known as the Cooperative Part-Time Office Education Program. The use of the term "program" identifies the educational elements involved: (a) organized class instruction and (b) part-time supervised employment training, as well as (c) the office education youth activity and (d) the combining of each of these elements into a total program of instruction rather than a single course.

The goal of all office education programs is to prepare individuals for employment in the office occupations.

(Dwight Laken, Canby, Minnesota)

The Now Programs

Block Scheduling on the Postsecondary Level

Business and office education is one of the emerging and leading disciplines in the vocational education spectrum. Teachers, business, and industry have experimented with many instructional techniques to provide students with marketable skills. The challenge has been to develop an instructional technique that would enable business teachers to include needed skills and knowledges together, simultaneously, in an actual working environment. The block time reality training program has provided this answer. Through a concentrated, planned teaching block of time, it is now possible to include, at the same time, instruction and work experience in all of the required office skills. Once this technique was developed, the next task was to prepare a program of materials that would instruct students in the correlation of these skills and knowledges in a simulated office situation. A simulated program provided this need.

In order to understand fully the role reality training is to play in a simulated office program, it is necessary to examine the nature of reality training as a concept. Such a concept must include skills, knowledges, and attitudes. Thus, the reality training concept becomes a three-dimensional model. The model can be further structured by other dimensions which act as unifying threads. Of importance in expanding these threads of reality training are the long-range goals of the program. These long-range goals—job orientation, human relations, career planning, integrative skills, related studies, placement and follow-up—serve as general guides for the desired outcomes at the end of the program. The long-range goals reflect what is expected of the student after experiencing the total reality training program.

The operational aspect of a reality training program includes an orientation phase, a transition phase, and the actual simulation phase. The orientation phase is a flexible block of time provided to allow the teacher the opportunity to train the students to the extent that they can perform with minimal efficiency in a clerical setting. During the transition phase the students are introduced to the simulated business, formally apply for a position, are interviewed, and are assigned entry-level positions. The third phase—simulation—includes the model office. This phase contains the following components: department meetings, application and selection, performance appraisal and placement, functional divisions and clerical positions, activities, problem-solving techniques, interruptions and critical incidents, and placement and follow-up.

An occupationally-oriented simulated clerical program of this type is well suited for a block time environment. It is a program that has some new ideas in it as well as some of the old. The challenge that remains for business educators is to choose the software programs—the curriculum materials—which best fit the needs of their students. Thus, business teachers must be among the most creative and innovative of any discipline. This is their continuing challenge.
(OTTO SANTOS, JR., CLEVELAND, OHIO)

The Audio-Visual-Tutorial (AVT) System

The AVT System is a plan for completely individualizing instruction for every student participating. It utilizes audio-visual equipment and materials, the learning carrel, and tutorial assistance to guide each student at his own pace until he masters the concepts and skills of a course or program to the best of his ability. It adapts easily to the range of intellectual, emotional, environmental, and physical differences among individuals. It adjusts readily for differences in prior education, present extraschool activities, and future goals of each participant. It is an economically feasible system that can be tailored for all age groups from preschool to graduate school, and for any subject matter area.

All courses are conducted on a laboratory basis with the facilities made available to students as many hours each day as feasible. The student then utilizes these facilities for as many hours each week as he wishes. The time involved depends upon each student's needs, motivation, and external activities. He need not be scheduled at the same time each day, nor the same days each week. In fact, there is no need for a schedule at all.

When the student arrives at the learning center, he is normally required to sign in in some manner, giving the date and the time. Most school records of this time have many uses. The student then gets an audiovisual unit for his course representing the next single-concept unit on its program. He goes to an independent study carrel equipped with the hardware necessary to view and listen to the short, concise lesson. The carrel and headphones reduce outside distractions and permit concentration to the extent that most students are completely engrossed through the entire presentation. Whenever possible, students actively perform some task along with the instructions. This active process of seeing, hearing, and doing for short periods (averaging about eight minutes) makes learning new concepts much easier than fifty-minute lectures which usually cover many topics.

After the student is satisfied that he has absorbed the material—he may repeat all or parts of the unit if he wishes—he returns the unit to where he received it and prepares to do a related assignment in another part of the laboratory. In a sense, he immediately tests his learning. (Most schools use student aides to act as librarians for the audiovisual units and to instruct, when necessary, in the operation of carrel equipment). In the completion of the assignment, the student has access to a qualified instructor who is also in the laboratory area for this purpose.

Upon completion of his work, the student takes it to an instructor to learn whether or not it was done correctly. He thus has immediate feedback as to how well he is doing and a chance to correct any faulty practices or erroneous concepts before they become deeply entrenched. This tutorial aspect of each course is probably the most significant because every student gets the individual and undivided attention of the instructor as many times as there are units in the course.

The AVT unit cycle is completed by the student when he signs out of the laboratory, indicating the time of departure. He could, however, remain in the lab and proceed to the next unit of his course if he had the time and the desire to do so.
(RONALD K. EDWARDS, LANSING, MICHIGAN)

Guidelines for Simulated Office Education in Teacher Education Institutions

Duplicated office situations are used in Indiana for teacher education in office occupations rather than the usual simulated office situations. Materials are gathered from actual offices and organized into instructional areas. Office situations are created to represent departments within the business firm. Each office situation is created unique to the community and is based upon employment opportunities.

Student teaching is not enough for prospective teachers. They should be involved in situations exactly like those the teacher will face upon employment. This factor is a part of the guidelines for establishing simulated office education in teacher education in Indiana. The approach is as follows: (a) survey of employment opportunities, (b) selection of equipment, (c) acquisition of real office desks, (d) establishment of programs of instruction, such as clerical, secretarial, data processing, etc. (e) development of occupational grading standards, (f) follow-up studies, (g) establishment of a local advisory committee, (h) development of a training plan for each student, and (i) selection of students as employers would select employees.

The textbook and the chalkboard are not the basic materials of instruction any more in the Indiana laboratory plan. Many laboratories have totally removed them. When students enter the program, it is as if they have already graduated and are now on the job. The teacher must be prepared to teach individuals, not textbooks. He must know how to rotate students from one area of learning to another so that knowledge is built upon that which was previously learned. The teacher and the individual stations become goal-oriented on an individual basis, rather than through group and general preparation for employment.
(JOHN D. LEE, INDIANAPOLIS, INDIANA)

The Actual Operation of Simulated Office Programs

The in-school Intensive Business Office Laboratory in Indiana is more than a simulation of an actual occupational area—it is an actual office. It has an intensive environment that fully duplicates an actual business establishment 100 percent in layout, equipment, and materials. It must contain all the pressures, demands, and problem-solving abilities that will be encountered by an employee within an eight-hour working day. It is an application of previously learned knowledges and skills to an actual office environment rather than initial development for the first time. The instruction centers upon the performance of production tasks involved in actual occupational and educational projects which are brought into the program from businesses or from within the school to develop occupational clusters of knowledges. The entire program is directly related to employment opportunities and has course work set up and maintained with the advice from occupational groups concerned. Each student within the program should be required to perform a variety of major tasks which comprise the occupational area for which he is preparing. The instruction is provided on an individual basis; thus, it can provide the above average a

higher degree of proficiency as well as offer the below average an employable skill. A true occupational philosophy must be evident where each student is to perform those actual office activities as an individual while under office conditions, so as to be fully competent when seeking as well as maintaining employment on an individual basis. To be fully compatible with a cooperative program which utilizes actual business establishments, the Intensive Business Office Laboratory program must make certain of full duplication of those actual business concerns, even to the degree that grade requirements are equal to actual entry job requirements, so that students are as well prepared as those within a cooperative program.
(LARRY L. SHINN, CAMBRIDGE CITY, INDIANA)

Individualized Instruction for Disadvantaged Youth

For the inner-city business teacher, reality is trying to keep a group of students working together on a Board of Education-prescribed syllabus. Reality is trying to keep bright, able students happy with too much practice, and slow students afloat with too little. Reality is trying to cope with the fact that only a third or a half of your students attend on Mondays and Fridays, and it's not always the same half.

The inner-city teacher has long known that group-paced learning, graded schools, rigid time schedules, and uniform curriculums just don't work well—he lives with the living proof each day in his classroom. A number of school systems have been experimenting with strategies to overcome the realities just mentioned. These experiments permit teachers to teach each child under their care individually.

Many business education programs across the U.S. utilize modified forms of Individualized Prescribed Instruction (IPI) designed specifically for the disadvantaged youth. Some of the characteristics of the IPI programs are modular scheduling, block timing, self-instruction, contract plan, self-pacing, self-initiated testing, one-to-one counseling, etc.

Some tentative conclusions emerge after studying a number of IPI programs in business education and examining the literature relating to IPI. None of the features used in IPI programs are new. The programs are innovative only in that they combine many previously tested techniques into a total package. IPI programs are remarkably similar in all types of schools. IPI in business education does not seem to require mountains of dollars nor a cadre of university experts to develop.

Students seem to accomplish more work and receive better grades in IPI programs than in the conventional curriculum. Business departments which move to IPI formats are able to offer twice as many courses without an increase in staff. Better utilization of teachers and greater professionalization of their role occurs in IPI programs. The teacher analyzes student learning problems and prescribes remedial action, develops IPI material, or lectures on those topics that are his specialty.

There are a number of reasons for suspecting that IPI programs in business education will be the norm within a decade, especially for youth who are classified as culturally different, slow learners, or slow achievers. More self-instructional materials are available than just a few years ago. More materials are being produced with fourth- and fifth-grade reading levels and low vocabulary requirements. IPI offers a lessened threat to slow students through self-pacing, S and U grades, and self-testing. More schools moving to modular scheduling makes IPI more possible.

Units of instruction which students can pick up or drop as the need occurs offer opportunities for poor-attending students to stay in school longer and learn more when they attend. The low self-image of many disadvantaged youths and low achievers demands instructional formats which treat them as individuals worthy of special, one-to-one attention rather than as large, anonymous groups of students. (Robert Schultheis, Edwardsville, Illinois)

Simulation—Who Needs It?

Since most employers ask for experience, it must be extremely important to them. We can prepare our students with the skills which are a salable commodity, but the question of providing experience is a difficult one. What does the employer expect of the experienced employee that he believes he cannot get from the inexperienced one? He wants people who are self-starters. He wants someone who can work as part of a producing team and one who will work cooperatively with all the members of the team. He wants people who can handle the ordinary work and problems of the office with dispatch and who can deal with the unusual situations with intelligence.

Over the years we have tried devices such as the practice set in bookkeeping to "finish" our students. It works well for the purpose for which it is intended, but does it provide that highly desirable asset, experience?

Office simulation provides a most useful instrument which will help to provide the clerical workers with experience. Simulation is a facsimile of a real office. It is to office education what the Link Trainer is to aviation. The physical aspects are undoubtedly helpful as a setting for the operation, but the really important part of the simulation is what happens, how it happens, and the psychological approach to the entire operation.

Some of the objectives of simulation are that students who are given the opportunity of working in an office simulation will gain the opportunity to apply learned skills in a realistic environment, will learn to work cooperatively with fellow employees for a common purpose, will be able to develop a feeling of responsibility for his work, will understand the dependence of others on that work, and will be given the chance to exercise judgments without the terrible pressure which on the job could result in dismissal for poor or erroneous judgment.

The simulation is both a testing and a training device. It measures whether or not students have attained the behavioral objectives which have been established as goals. It provides the students with an opportunity to work together in realistic office relationships. Unlike the practice set, which has a fixed input, simulation allows for a random input, in variable sequence, and permits the trainee to organize his work, to set priorities, and to make a variety of judgments.

One of the most valuable aspects of the simulation is the fast feedback. In a simulation, the student is able to see the consequences of his action quickly. The reaction time is a matter of a day or two when invoices or purchase orders are processed. In an actual office the reaction time may be more than ten days.

A second factor is the extremely low risk factor when an error is made. One of the most important purposes of simulation is to build self-confidence. When a student is placed in a position where an error may mean his job or censure, which causes him to lose prestige, it creates a great pressure on him. In simulation he is placed in a position of the same importance, but he does not have the pressure of job loss or public censure.

A third advantage is the control factor. It is possible to weed out aspects of a job which are not significant to a beginner and which could possibly distract and confuse him. The cost factor cannot be overlooked. It is much less expensive to run students through a simulation than it is to place them on real jobs.

Simulation gives the low-ability students a chance to be winners. It imparts to them a self-confidence in their ability to do something successfully. It gives them the courage to apply for a job with the self-assurance that they can do the job. That element of insecurity is removed by substituting a feeling of familiarity. In simulation you can make a mistake in judgment, in application, in computation, or in the use of business documents, and you won't lose your job or your self-respect. The interplay, inter-dependence, and plainly-defined routines make it reasonably possible to achieve and hold the respect of one's peers, and work wonders in improving a regard for one's own ability.

When we give students the opportunity, the support they need, and our confidence, they, in return, give themselves that extra chance they need to succeed—and they do!
(MYRON J. KRAWITZ, GLEN HEAD, NEW YORK)

Share and Tell

I would like to share with you our experience in making a business education curriculum notebook to be used by our guidance counselors. We are often tempted to blame someone else for our problems. In Cleveland, we were blaming guidance counselors for many of our problems, although we had done little to provide them with adequate information about our business education program.

A loose-leaf notebook was decided upon as being best suited for the handbook since it was convenient and could be added to and easily updated. The notebook explained how our cooperative and blocked programs are organized and the advantages such programs offer students. Each program was explained individually, following this format: (a) program description, (b) topical outline of the program, (c) program schedule, (d) performance skills which are the goals of the program, (e) admission guidelines, (f) typical employment opportunities, (g) advanced occupations, (h) places of employment, (i) practical employment and wage earnings for selected office occupations in the Cleveland area, and (j) resources for use in orientation and counseling. Such an outline would provide a counselor with adequate data to inform and advise students.

It was felt that counselors, perhaps reflecting parents and society generally, have been over-emphasizing preparation for college and under-emphasizing preparation for work. The student has been told he must make a choice: college or business. Thus, we determined to develop a program that would permit a student to pursue a combination academic and business program. To do this, we sought the cooperation of our guidance department and of representatives of Cleveland State University. Therefore, another section of our guidance counselor's notebook describes a program and includes a letter from the University commending the effort.

After more than a year of preparation, study, and suggestions from business teachers, the manual is now complete. It is useful in many ways, but it is especially useful in helping counselors do a better job of informing our students.
(JAMES R. BUSHER, CLEVELAND, OHIO)

Puerto Rico's business education program is developing to meet the challenge of a dynamic and changing American society. It works to eliminate unemployment through the training in office occupations of regular students, out-of-school youth, high school graduates, employed and unemployed adults, disadvantaged persons, and individuals with special needs. In this way, it contributes to helping the Puerto Rican to bridge the gap between man and his work. The business education program provides for the training of individuals for employment in a recognized office occupation at the high school, vocational school, and special training centers throughout the island.

The staff at the Commonwealth level has a director, two assistant directors, two general supervisors, and two curriculum technicians at the central office, and six general supervisors, one in each of the six educational regions. During the 1969-70 school year, the business education program reached a total of 18,925 persons. This included 15,404 at the secondary level, 851 at the postsecondary level, 1,050 out-of-school youth, and 1,620 adults, all in charge of 320 certified business education teachers.

Business education, through innovative programs, is fulfilling its responsibilities by meeting the needs of individuals, contributing to a healthy economy, and preparing students for satisfying employment and a high standard of living.
(ELBA IRIS SÁNCHEZ, RÍO PIEDRAS, PUERTO RICO)

In a large urban system which serves approximately 21,000 business and distributive education students, Philadelphia is committed to providing viable business education and other school programs.

A series of slides related what was going on in Philadelphia to the following three published research findings: (a) there is and will be an oversupply of teachers generally, yet there is and will be an undersupply of vocational-technical educators (Don Davies, *American Education*, October, 1970). (b) Teachers do make a difference in how pupils achieve (*Do Teachers Make a Difference?*, USOE, 1970). (c) Parents and pupils strongly favor holding educators accountable—65 percent and 68 percent respectively (Institute for Development of Educational Activities, 1970 Survey of Public Schools, Annual).

Depicted on the slides were numerous business education programs in various Philadelphia schools, as well as special business-industry sponsored programs and the city's projections for the future.
(MARION B. WARNER, PHILADELPHIA, PENNSYLVANIA)

Another slide presentation described special programs in the Denver Public Schools. Cooperative occupational education provides high school students with on-the-job training utilizing resources of the community and the school. "Office occupations" is a twelfth-grade program for students with a potential for learning to develop a salable skill. "Career clerical" is an exploratory course for the disadvantaged, designed for tenth graders with a general understanding of basic concepts and skills. The "hospitality job fair and education" program informs students of career opportunities and provides employment in the hotel-motel industry. The Metropolitan Youth Education Center is a flexible program which provides the school dropout a second chance to obtain a high school diploma or to upgrade his skills so that he may become employable. The Denver Public Schools are producing a series of 10 guidance films, each film presenting job opportunities in a specific field.
(LORETTA MILLER, DENVER, COLORADO)

Let's Make It Perfectly Clear

Vincennes University is Indiana's only junior college. It operates an open door policy and tries to provide something for everyone—students bound for four-year institutions, students terminating their education at Vincennes, and those students on a part-time basis wishing to improve their positions.

For business education students, the two-year secretarial program and the two-year clerk typist program are available. Both courses terminate with the office practicum. It is so called because it gives the student a chance to have a practical application of what he has learned in high school and college courses. The course is organized similarly to the intensive office laboratory: we use no textbooks and require office dress; students clock in and out, have breaks, must call in for illness; and so forth.

Working with others is stressed in the practicum since students are of diverse backgrounds. Worker-to-worker relationships so necessary in the office are developed by permitting one worker to call upon another to help him finish an assigned task. Students who do not work well with others find it difficult to get a helping hand. Too, those who request help often find that their peers frown upon their not doing their part, and they feel this pressure.

The practicum is as nearly a duplicate of the business office as is possible. Quantity and quality of work are the most important factors in grading; these factors count for 60 percent of the grade. Use of extra supplies needed for completing unacceptable tasks makes up 20 percent, attendance and punctuality 10 percent, and the use of time while in class is the final 10 percent. At midterm students evaluate each other on personal and personality traits, which gives them a little insight as to how others feel about them.

(Karen Edwards, Vincennes, Indiana)

Simulation can be achieved in degrees. The typing of an unarranged letter in mailable form in a typing class can be called simulation because this activity takes place in an office. But is it really simulation? Simulation can be isolated or integrated. The typing problem was isolated. A textbook of problems commonly found in an office is also isolated.

In integrated simulation, a real office setting is used. Bruce Blackstone, Head of Office Occupational Education, HEW, says: "A simulated program relates classroom activities to actual job requirements. Model office laboratories may be used to train the student as a whole office worker with educational experience and real office assignments."

The student, in an integrated simulation, assumes a role in the structure of an office. There is a complete office staff, and the teacher acts as branch manager. For maximum exposure the student can be rotated to other positions during the course.

The student is not directed in the traditional way—he processes work generated by completed work from other students or previously prepared in-coming papers, such as letters, sales orders, purchase orders, bills, etc. The policies and systems which guide the student are contained in an office manual which replaces the traditional textbook. The student is able to identify his position within the total operation of the office and his work with the total work of the office. He is able to experience human relations. He makes decisions and has realistic feedback on the success or failure of these decisions.

(Richard J. Dallas, San Jose, California)

Teacher Education at the Crossroads

Guidelines for Preparing Office-Education Teachers for Urban Centers.

Guidelines for selection of students to enter the area of business and office teacher education are based on a three-dimensional model: academic success, recommendations of others, and an analysis of self-interest. The teacher-education program, likewise, has three dimensions, consisting of in-class teaching, supervision of extra-class activities, and professional relationships. With this model in mind, the following guidelines provide a pattern for a teacher-education program.

1. Place student teachers in the mainstream of a well coordinated vocational teacher-education program.
2. Develop an across-the-board philosophy of vocational education in several of the methods courses.
3. Recruit students from the inner city.
4. Provide appropriate occupational experience for prospective teachers.
5. Provide field and clinical experiences in the inner city.
6. Place students in inner-city schools for their student teaching.
7. Prepare the student for cooperative education programs.

8. Prepare the teacher for sponsorship of youth club activities.
9. Have the student teacher participate in the development of behavioral objective and performance goals for teacher education.

(HARRY HUFFMAN, FORT COLLINS, COLORADO)

An Urban Center Teacher-Education Program at Work

San Francisco State College is located between the crowded inner-city areas and the generally affluent outer city and the north peninsula. Thus, we are looked to for business teachers to serve both the inner-city schools as well as the schools of outer San Francisco. Last year, one-third of those completing our program took positions in inner-city schools.

Three institutes, coordinately but widely dispersed throughout the county and attended by inner-city business teachers, taught us the following principles: trust and respect the student; teach the student, not students; provide student-oriented instruction, including behavioral objectives; make subject matter relevant; and follow the no-failure standard, applied to all teaching situations. These institutes also taught us that the answer was not in a different teacher-preparation program but rather in alternate directions to the activities within the regular program.

All teacher candidates are not required to engage in the following inner-city experiences; only those who seem to have special qualifications are encouraged to do so. The special techniques being used regularly to provide experiences for the inner-city are as follows: (a) tutoring, (b) a minimum of 25 hours with a community social agency, (c) working closely with schools employing teacher aides, (d) using inner-city business education departments for student teaching, (e) recruiting prospective business teachers from community colleges, (f) an advisory committee composed of business teachers from the inner-city schools, and (g) a part-time faculty which brings us a wealth of day-to-day problems and techniques. These techniques also open up locations for increased field experiences for prospective teachers.

(WILLIAM L. WINNETT, SAN FRANCISCO, CALIFORNIA)

A Rural Area Business and Office Teacher-Education Program at Work

Rural communities offer fewer occupational opportunities for their young people. Youth in rural areas must, as a matter of necessity, generally look towards the urban centers for employment.

Skill-wise they are prepared in the basic, job-entry areas of typing, filing, bookkeeping, shorthand, and business machines. However, business teachers, particularly in rural areas, should strive to prepare their students emotionally, attitudinally, and psychologically for the world of work and the transition they must eventually make. Rural business teachers should acquaint their students with the facts about the places where they will seek employment, how to get along with all types of people, and about the survival skills they must possess to live and function adequately in the urban areas. Too, students should be taught to appreciate and understand the necessity for conforming to the attitudes and concepts considered acceptable to business and industry.

A follow-up study of students from most rural areas will reveal that (a) the majority of such students will leave their communities upon graduation to find work in nearby cities; (b) many of these students (frequently 50 percent) return home in a short time to accept any type of available employment; and (c) in a typical rural community, only a small percentage of the young people will have had an opportunity to visit a large metropolitan area prior to graduation.

It therefore becomes the inherent responsibility of the teacher to develop and to incorporate into the existing curriculum instructional materials and activities dealing with current social and occupational trends, as well as materials and activities dealing with urban living. Instructional units and materials developed should be designed (a) to acquaint the student with general and specific occupational areas and a knowledge of the skills needed for employment; (b) to give students a knowledge and understanding of urban living—both on and off the job; (c) to give students a knowledge of people, their differences, prejudices, likes and dislikes, and how people might affect them on the job or as members of the urban society; and (d) to develop within the student an awareness of the problems workers might face in a large company or in the city—and the ability to solve these problems based on the student's own beliefs and philosophies.
(HARRY ANDERSON, DELTA, COLORADO)

Vocational Education

In Ohio, we operate on the K-12 system. All students through tenth grade are exposed to the world of work and information systems. Grades seven and eight take a look-see approach and grades nine and ten take a hands-on approach.

Our target should always be a job, not the unemployment rolls or welfare, and we should never forget it. Without that target as a career objective, we're out of business. A comprehensive high school should provide for all students with an IQ of 50 up. Ohio has 78 different kinds of occupations for students to choose from in preparing for a job. In a survey, the state found that out of 200,000 students, 48 percent in grades 9 and 10 will take vocational education if it is offered. In Ohio, we say that only 14 out of 100 will finish college because we take it from the first grade.

In a study in 1961, the Bureau of Labor found that 26 percent of all high school graduates went into office jobs. This is almost 40 percent of all working students who finished high school. Sixty percent of all girls who went to work were in offices.

You've got to sell the boss if you want to get the most money you can for business education. We must have feedback for curriculum revision, and we cannot get the feedback we need with a subject-centered curriculum. Teachers must teach toward an occupational goal and they should make the curriculum revisions. We must provide learning situations whereby students can work toward a specific job competency.

In an eight-period day, in Ohio, we require that the student have the following units: 2 social studies, 1 science, 1 math, 3 English, and 1 Health & Physical Education. The student has the remainder of the time to take electives. When he takes vocational education, we leave him enough time to meet the general education demands. In an intensive program, the teacher has time to help the student more than she could otherwise. Thus, he is a better student.

In a questionnaire circulated in 1969, students made these recommendations: involve students in developing their roles, relate the subject matter to daily occurrences, relate subject matter to significant events—things coming up in their fields, and open channels for interpersonal communications. These are very important points if the school is to remain a miniature pluralistic society.

Proper facilities must be available if we are to do a good job. In 14 buildings we have removed the walls in business departments, and we have from two to ten teachers in a room. We look upon clubs as a cocurricular rather than an extracurricular activity, and we think a combination of FBLA and OEA is the answer.

"The Office Occupations Outlook Quarterly" is worth looking into. It gives some advance interpretations of our occupational problems.

Advisory committees are also necessary and they should involve area employers, parents, teachers, and students. These committees belong at the local level.

(R. D. **Balthaser, Columbus, Ohio**)

NOBELS—Blueprint for Tomorrow

In the current phase of NOBELS, empiric data from 1,253 office workers 16 to 24 years of age were collected in four areas of the U.S. The interview data yielded 4,564 basic tasks that were analyzed into 32,447 steps of task performance. In turn, these basic tasks were generalized to 375 performance tasks, functionally classified, that represent an inventory of office performances.

To place the current phase of NOBELS in perspective and to visualize the usefulness of current output in terms of all curriculum renewal projects in business education, a review of the NOBEL System Model is required. Five terms in sequential order are necessary to picture the model; design criteria, performance objectives, input to yield outputs, outputs from the inputs, and feedback circuitry.

1. Design criteria are the specifications, the values or philosophy that cast the overall form for the total learning situation. Inherent in the design criteria are many of the values now imposed on education for curriculum reform. For example, decision makers are demanding specification of precise objectives that are measurable, evaluation of outcomes in terms of actual outcomes to hold the system accountable, formulation of the outcomes of the system in terms of the individual learner, and relevance of the outcomes to the learner's needs. These demands all call for a more neatly closed system of learning versus the open permissiveness of too many courses in the past. In terms of current priorities of decision makers, each of the foregoing items is inherent in the overall design of NOBELS. Unfortunately, too little thought has been given by educators, to date, to a consistent set of design specifications.

2. Performance objectives containing the behavioral format of Magerian goals define the observable outcomes of a learning program. Based on the assumption that generalized tasks as performed by office workers are relevant to training needs of office-occupations learners, the current output of 375 performance tasks defines the scope of office-worker learning programs. To date, success criteria have been difficult to identify. Plans are under way to probe time dimensions of office task performance to develop school criteria that are consonant with office needs.

3. Inputs to yield outputs are the means (materials, machines, manpower, and methods) used to reach the expected behaviors defined. Casting performance tasks into teachable packages is a next step being undertaken in various parts of the country and by many groups. One such activity (ITIP—Individualized Task Instructional Package) developed at Wayne State University uses teacher developed auto-instructional packets from teacher analysis of actual office performance tasks observed.

4. Outputs from the inputs, or the measurement of the system, provides assessment of the actual performances obtained in terms of those expected. This assessment provides feedback.

5. Feedback is analysis of variance between expected performances and performances actually yielded from the system. The analysis is the base for modifying the system.

All business and office educators can invoke the controls of the NOBEL System Model in the curriculum evaluation and renewal programs—whatever their nature: cluster, block time, integrated, simulated, modular, intensified, or whatever the current fad may be. Invoking the controls of NOBELS into all curriculum renewal projects does, in fact, make the NOBEL System Model a blueprint for today.

More detailed information is reported in the November, 1970, issue of ***Research in Education***, and is also available through ERIC Document Reproduction Service. (Frank W. Lanham, NOBELS Project Director, Detroit, Michigan)

Classroom Demonstrations.

Three classroom demonstrations utilizing new materials or innovative techniques were presented to members of the Business and Office Education Division. Each demonstration was given three times to allow delegates the opportunity to see all three.

Students from G. W. Carver Senior High School under the direction of Mrs. Audrey Johnson and Miss Marilyn Pierre demonstrated the operation of a simulated model office. Students explained the office organization and work flow and then directed educators through the office, which had been moved to the hotel, outlining their daily activities in processing customer orders, replenishing stock, maintaining inventory control, computing freight charges, billing customers, keeping payroll records, and maintaining receivable and payable accounts.

Students from F. T. Nicholls Senior High School under the direction of Miss Patricia McGuire demonstrated the aural-oral method of learning standard English. This technique is designed to alter poor speech patterns by teaching discrimination between certain sounds through talking and listening, Activities appropriate for the entire class and for individual students were shown.

Utilization of the Diatype analyzer and pacer for improving typewriting skills was demonstrated by Mrs. Claire Rosenberg and students from J. F. Kennedy Senior High School. Effective methods for improving speed and accuracy in typewriting were given by Mrs. Diane Ramírez and students from John McDonogh Senior High School, who showed the use of the EDL Controlled Skill Builder in classroom instruction.

The large number of delegates who attended these sessions on the last day of the convention was graphic testimony of the high interest in this type of meeting.

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DISTRIBUTIVE EDUCATION DIVISION

Proceedings Recorder:
James Horan, Jr.
State Supervisor
Virginia State Department of Education

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PROFESSIONAL MEETINGS

At the program planning meeting in March, 1970, it was decided that the program for each of the three DE professional meetings at the Convention should be developed around the major goals in the 1970-71 AVA Program of Work. The three goals selected to be used as themes for these meetings were as follows: (a) Are we serving people?, (b) input and evaluation, and (c) professional development. Highlights of presentations given at these meetings to develop each theme are given below.

Theme: The People We Serve
December 5

Miss Mary V. Marks, Program Officer for Distributive Education in the U.S. Office of Education, presented the keynote address at this session. Highlights of her presentation follow:

"Evaluation is the focus of AVA's Program of Work, so it is fitting for us to look at the people we serve and ask ourselves. Are we serving people?" Answers to this question will be explored by secondary, postsecondary and adult discussion groups following this presentation. However, we must bear in mind that action answers can only be determined by each of us individually. from the vantage point of our own expectations and perceptions of reality.

"What do we know about distributive education? A quick check of the 14 state reports received so far show a net gain in enrollment of 2,500. Six states gained 9,000 and eight states had 6,500 fewer DE students in 1970.

"An analysis of state reports, studies, and materials for 1969 reveals more complete data. For example:

— 9.5 percent of all vocational enrollments excluding useful home economics was identified with distributive education.

— In the five-year period 1965-69 in-school programs expanded significantly. The proportion of secondary enrollments grew 10 percent postsecondary, 9 percent. Adults made up only 54.5 percent of the enrollments in contrast to 75 percent in 1965.

— For every federal dollar expended for DE, states and localities contributed $4.67.

— A greater percent of DE graduates available for employment began careers in their field of training, but there was a half of one percent increase in the unemployment rate.

— Secondary school and technical vocational districts provided the greatest support for adult DE.

— Over 70 percent of the DE secondary students were in their first year of training; 26 percent were in their second year.

— Negroes accounted for 9.2 percent of the secondary DE students.

— DE has the youngest secondary vocational teachers and they have the highest proportion of masters and professional degrees. 81 percent of these teachers are male.

— First year postsecondary DE students outnumber second year students seven to one.

— Only 45 percent of secondary DE students were DECA members; membership in the Junior Collegiate Division increased.

— Only $270,000 was spent for funded DE research projects. Expenditures for guidance and counseling activities related to DE were also small.

— Over one-half of the 22,000 disadvantaged youth and adults served were enrolled in regular DE classes.

"What does 'serving people' mean? Points of view differ depending upon the

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situation. Teachers would say that they have always served people—the learners in their classrooms. This is their professional commitment. Society's interpretation, however, would emphasize finding solutions to group and individual problems. Society would point out that there are people who need to share more fully in existing opportunities.

"Legislators framing vocational education statutes would focus on the needs of all students. They would be more concerned with end products than with programs. In marketing 'serving people' would mean personalizing the benefits of products to customers. Benefits promised must be supported by facts.

"Each of these points of view has application in vocational education. Distributive education's ***obligation*** then in serving people should be stated in such terms as: know people problems, design programs around people expectations, evaluate programs according to people solutions.

"What do state advisory councils recommend for serving people more effectively? A review of 12 reports picked randomly provides the following advice:

- Vocational education should be introduced no later than the seventh grade. Occupational guidance and information should be available in grades 1-6.
- Every school district should design and implement a program to assume and exercise appropriate placement of every student leaving high school whether by graduation or otherwise.
- Vocational-technical institutes should give appropriate credit for and avoid unnecessary repetition of high school vocational programs.
- Advisory committees should have substantive work to perform. An annual report form is needed for them to report how they were used and how effective their work was.
- The state board for vocational education should move toward rewarding efficiency and effectiveness.
- Duplication of effort should be eliminated by bringing the disadvantaged into the mainstream of vocational education programs.
- The state should give top priority to finding ways to encourage persons to enroll in available programs.
- Postgraduate or evening courses should be developed for graduates who have not reached a level which is fully adequate for initial employment.

"Are we serving people? It seems to me that the best way for us to find a reliable and valid answer to this question is to turn to systematic planning. We must consciously plan to serve people before we can evaluate the effectiveness of our actions. We will need to determine specific objectives for serving target groups of people, consider possible strategies or action steps, justify our plans in relation to the use of resources, and determine in advance how we will know if the quantity and quality of our services are producing desired results.

"Yes, we serve people. Since 1963 distributive education has shown an enrollment increase of 82 percent. This is an impressive record. We now need to know what this increase really means, and if indeed we are serving people effectively and efficiently. Evaluation techniques must be applied by each of us as we individually answer the question, Are we serving people?"

Following Miss Marks' presentation, three interest group meetings were held to discuss ways that we can serve more people through distributive education secondary, postsecondary and adult programs. Significant ideas resulting from these interest group discussions follow:

Secondary Interest Group

1. The number of students of all types we reach must be increased—rural, dis-

advantaged, etc. At least project classes can be offered where cooperative programs are not feasible.

2. Teacher education programs must be changed to implement the project method. The same methods cannot be used for cooperative and project classes. Some teachers cannot handle both types. Before we implement the project method in rural and disadvantaged areas, teachers must be trained to do it.

3. The project method was originally set up to include some short term employment. One training station could thus handle more than one cooperative student.

4. One-semester courses might be beneficial for those not wishing a full year of DE.

Postsecondary Interest Group

1. Congress should be urged through AVA to re-evaluate the present guidelines and regulations for veterans in postsecondary vocational education to provide full benefits to veterans who are full-time postsecondary students, and to provide benefits on a percentage basis to veterans who are less than full-time students.

2. Ways must be found to make on-the-job training for postsecondary students meaningful.

3. Para-professional staffing must be developed in postsecondary programs.

Adult Interest Group

1. Adult enrollments must be analyzed to identify reasons for recent decreases in enrollment.

2. Ways must be developed to attract adult personnel to replace those being lost to community colleges and postsecondary institutions.

3. The need must be emphasized for increased funding and staffing in the states for adult education.

4. Teacher education programs must be expanded to include training of persons for careers in DE adult programs.

Theme: Input and Evaluation
December 6

The keynote speaker for this session was Ray A. Killian, vice-president of Belk Stores Services, Charlotte, North Carolina. Highlights of his timely and challenging presentation follow:

"A conference of this type should have as its primary goal improvement in the competency, contribution, and goal achievement of each individual in his own area of responsibility, regardless of level or area of concern. It is my hope that our discussion today will achieve this primary goal of advancing the overall purposes of distributive education in America, both from the standpoint of DE and its total contribution to the human and economic life of each community served.

"We will be concerned with four basic areas:

1. Challenges and opportunities confronting DE in the 70's
2. The function of your education—training role
3. Keys to your managerial leadership achievement
4. Maximizing personal, professional, and program growth in each area represented.

"Perhaps the most significant challenge confronted by DE personnel in the 70's will be a continuing state of change. This will be rapid, dramatic, and unpredictable. Students, educational procedures, institutional organizations, government involvement, and the very structure of the business itself will experience radical changes during the decade of the 70's. In order to meet this challenge, DE personnel at all levels will have to cope effectively with a new environmental relationship to all the ingredients affecting their activities and ultimate achievement.

"DE personnel will have to deal with these leadership challenges:

1. A service-oriented economy
2. A changing composition of the total work force
3. A rapidly rising cost of human time
4. Significant changes in the leadership and supervision of people
5. Quantitative realities resulting from computer analysis and forecast
6. Obsolescence of many current traditions, philosophies, institutions, and techniques
7. A climate characterized by creativity and adaptability
8. A continuing revolution in the areas of consumerism, women's rights, and pollution.

"The following guides are recommended in order to maximize managerial leadership achievement on the part of DE personnel during the 70's:

1. Internal honesty in dealing with reality as it exists and as it will be changed
2. A realization that managing 'in the past' will be doomed to failure and a cruel delusion to those who believe that it can be done
3. An unlimited concept of the full opportunity presented by each community and operating environment
4. An understanding that the 'moment of truth' is the contribution made by DE personnel and their programs—not paper plans, or 'hoped-for' results
5. A 'zero defects' approach to all activities, with the goal of doing things right the first time—doing them exactly right—and doing them the best way they can be done
6. A willingness to compete for opportunities to serve and contribute and for the resources necessary to make these opportunities realities
7. A recognition that achievement in the area of DE is dependent on an effective relationship with other people, and being able to get things done through others
8. A continuing orientation toward people, results, and the impelling imperative required of effective managerial leadership, whether on the part of a DE instructor, a state supervisor, a federal official, a store manager, or the president of a major corporation.

"Each individual in his own area of responsibility can 'make it happen' for himself and his programs during the decade of the 70's by responding to the following requirements:

1. A systematic and implemented program
2. An effective and favorable relationship with all those whose good will and cooperation are essential for program success
3. A return-on-investment on time, resources, and priorities
4. A constant result orientation
5. Self-input sufficient for achieving expectations
6. Input of others due to leadership and supervision
7. A discipline that is success-seeking rather than 'maintenance' only
8. A willingness to be measured by the track record
9. Checkpoints for personal and professional growth
10. A vision of the possible
11. The constant knowledge that you are 'building your future—today.'

"In my opinion, the most significant guide for managerial leadership for distributive education in the 70's is an awareness of the need to re-examine constantly and to improve everything that is being done. This requires continuing personal and professional growth, which, in turn, demands the best commitment and effort that the individual is able to bring to bear on the job. To do any less is a form of 'dishonesty' to the opportunities which will certainly be available during the growing and exciting decade of the 70's. My personal wish is for outstanding success in every DE program.

"As you serve DE well, you will also be serving our own critical needs in the world of retailing and distribution."

Ray Killian is currently serving as chairman of the important NRMA Careers In Retailing Committee. Following his presentation he told about some of the new features and activities that will be included in this year's national Careers In Retailing Campaign. He also indicated that the committee will rely heavily on DE coordinators to launch the campaign in their communities. He then announced that he had invited three members of the DE Division to serve on the national committee: Edith Patterson (Texas), T. Carl Brown (North Carolina) and William B. Logan (Florida).

Theme: Professional Development
December 9

The purpose of this final professional meeting was to provide members of the DE Division with current information on trends and career opportunities, and technical information in four of the major industry groups within the field of distribution. This was accomplished in a most effective manner through a panel of management representatives from the fields of advertising, retailing, wholesaling and hotel-motel. Members of the panel were: Donald B. Armstrong, Senior Vice President and Associate Director, J. Walter Thompson, New York City; John W. Edgerton, Public Relations Director, W. T. Grant Company, New York City; Paul L. Courtney, Executive Vice President, National Association of Wholesalers, Washington, D.C.; and Foster N. Kunz, Vice President, Industrial Relations, Marriott Corporation, Washington, D.C. The panel moderator was William F. McCurdy, Vice President, Public Relations, Sears Roebuck and Company, Chicago, Illinois. Highlights of three of the presentations that were available for abstracting are given below. Arrangements are being made to secure all presentations in full for distribution to members of the DE Division through the affiliated professional organizations.

The Role of Distributive Education in the Food Service and Hotel Industries
FOSTER N. KUNZ

"The demand for skilled, technical, and management personnel in the food service and hotel industries will provide opportunities for thousands of young people in the years ahead. Most of these positions do not require college degrees. Opportunities for high school graduates or those with college training are therefore excellent in these industries. Well-paid positions in management—both technical and supervisory—are readily attainable by young men and women with only a few years of practical experience after graduation from high school.

"Leading companies in these industries are cooperating with school and community leaders in a variety of programs to attract youngsters and help them find a suitable career. As a sponsor for the Metropolitan Board of Trade, Marriott Corporation and other companies are conducting 'prep clubs' in center city high schools. The objective is to familiarize students with basic requirements of business opportunities available and how to obtain them.

"The Career Exposure program being conducted in cooperation with schools and community and business leaders is another effort to give young people opportunities to become familiar with business.

"A Career Progression program launched by our company to provide additional training and education opportunities for employees is proving highly effective in qualifying interested employees for advancement to higher positions.

"There is need for improving the partner relationship between educators, counselors, and business. Through close cooperation with distributive education teachers and counselors, we have been able to develop a greater appreciation in the schools for opportunities available in our company and in the hotel and restaurant industries. A close working relationship needs to be developed between schools and business to further the success of distributive education.

"Studies show that eight out of ten jobs throughout the United States do not require a college education. Education and training in our high schools should help students acquire skills necessary to find suitable employment in the world of work. This can be done only when schools and community and business leaders work cooperatively in developing the necessary programs which will give the best and most practical training to youngsters."

What's New In Retailing

JOHN W. EDGERTON

"Before launching into the subject of 'what's new,' I feel I must give you a report on something that is really not new at all—the continuing dynamic expansion of retail store facilities and of the ever-increasing merchandise assortments and services which they present to America's shoppers. We can speak meaningfully of career opportunity only when we relate it to a growing industry, one whose man and woman power needs represent an almost insatiable demand for qualified and ambitious young people.

"New stores are being opened at a steady rate, reaching into every city and town of our great country. Because we are a 'people on wheels,' shopping centers are springing up in locations where corn and potatoes once grew, giving our stores a lower occupancy cost and providing vast free parking areas. Carefully studied locations on arterial highways provide the convenience of huge assortments and services to comparatively small communities within a ten- to fifteen-mile radius, important stores which those communities, by themselves, could not support. The ride down the pike has become a family outing, and the conveniences provided, once arrived, make the junket well worth the trip.

"This steady expansion of retailing facilities continues apace, in good years and in bad. As an example, 1970 has been less than a thrilling year for American business, with retail sales depressed and the confidence of the shopper diminished; profits suffer accordingly. Despite this painful fact, W. T. Grant Company, as one example I know most about, has opened 65 new stores during the year just ending, adding a total of just under five and one-half million square feet of new stores space. Other major retailers, particularly in the chain store field, are following equally ambitious expansion programs, and I would have to guess that all of them have future commitments in process through 1975 and beyond.

"And the expansion in number of stores is only part of the picture. Traditionally, we have used the number of stores as a measure of a company's ability to serve its public. Defining the word 'store' however, gives us something of a problem. Just what is a 'store'? Five years ago, the average-size new store in our company was only 30 percent the average size of today's new store. The average new Grant store in 1969 was 276 percent larger than those opened ten years before. The point, from the career point of view, should be obvious. Retailing is expanding lustily, both in numbers of stores and in their size, and that adds up to jobs without which career discussion is mere conversation. At this moment, our company has 2,000 young men and women enrolled in our store management training program, a number necessary to keep pace with store expansion, retirements, and promotion of store executives into field supervisory and home office jobs, in keeping with our policy of promotion from within.

"There is yet another dimension to the retail picture from the career standpoint and it has to do with the reasoning behind the awesome expansion programs of the nation's major retailers. The three, four, and five-fold increase in the size of new stores is not a mere whim or a competitive desire to impress. It is required by the proliferation of merchandise lines and services demanded by our shoppers. Stores which once offered primarily impulse items and small wares now present complete fashion departments for all in the family; full lines of major appliances, television, and sound equipment; furniture and floor coverings. Many have in-the-home custom service. Many offer automobile service while you shop, reflecting again our regard for the shopper on wheels. Food service and credit are now standard customer services in stores which not so long ago espoused cash-and-carry selling and who left food service to the restauranteurs. Today, these are regarded as necessary adjunct services for our shoppers' convenience.

"All of these developments provide management career opportunity for young people, and practically all the major companies have well developed training programs to help young people succeed in the directions in which they appear to be best suited. Any one of our giant new stores opened these days requires the equivalent of three or four store managers to administer its operations and merchandising efficiency, and all share in the profit performance of the store. And what kind of career success am I talking about? It is not at all unusual for people in these secondary management jobs or for those who work on a commission basis to average from $10,000 to $17,000 a year.

"And yet another career opportunity is evolving out of the new giant store development. Management has discovered a need for an in-store developed management function, to help the store management staff adequately cover the merchandising of a 10,000 to 15,000 linear counter foot store. The company's reservoir of store management trainees is just not large enough to fill this need, so major stores are seeking young people with above average ability to fill jobs we call 'section merchandisers.' These young people are given basic training, then are assigned complete merchandising responsibility for from three to six departments, depending upon their ability. They do not become involved in customer service except in very unusual instances. Their job is checking and ordering merchandise for their departments, checking rate of sale and adjusting replenishment accordingly, following through on merchandise ordered for special sales events. They report either to the store's merchandise manager or to the store manager, depending upon the store involved and its top management makeup. These are so-called local positions with the merchandisers not subject to transfer out of the store as other management trainees are. Their job has a number of plus benefits. First, these people are paid at a higher rate than ordinary sales people. They are not called upon for Saturday or evening hour work. They enjoy a bonus based upon the profitability of the departments they supervise, and they have the opportunity for promotion to staff jobs in the store or enrollment in our store management training program.

"And what does all this mean to our good friends in distributive education? Merely that you have to take another look at your fast-growing friends in retailing. As we continue to grow and expand, new placement opportunities are provided for your students. Watch for these new big stores in your community and when you go in to visit, don't make it just a one-stop visit. Get around the store and become acquainted with all our new facets. They're a wonderland of new career opportunity."

Recent Developments In Wholesale Distribution

PAUL L. COURTNEY

"A few short years ago, about 1959, the number of gainfully employed persons engaged in producing things . . . manufacturing, mining and agriculture . . . exactly equaled the number of gainfully employed persons engaged in distributing and servicing those things. No society has ever attained that level of affluence before, in all the history of mankind on the face of this earth. The emergence of our economy from the age of production into the age of distribution or the distribution revolution has great significance for our educational system . . . especially for those of you who are charged with the responsibility of preparing students for gainful employment outside the professions or sciences and education. The economy of the 1970's has an insatiable appetite for trained technicians of all types and both sexes and all levels of entry.

"Wholesaler-distributors are a very important and significant aspect of this distribution process. At the risk of boring you I would like to cite a few figures that will hopefully help you grasp the magnitude of our industry need for people of varying skills, and then I will try to point up some of the competencies we look for and the opportunities we offer in our dynamic growth industry.

"The 1963 census of business showed us employing 3.1 million people in wholesale trade. By 1967 that had grown to 3.5 million or at a rate of 100,000 new employees per year. To that must be added at least another 2.5 percent or 87,500 to replace those dying or retiring. But our industry projection of employment in 1980 is 5.0 million, or a growth rate of 125,000 new employees per year, on the average, to which must be added by 1980 another 125,000 per year to replace those who are dying or retiring. So today, in 1970, we need approximately 200,000 new employees to meet our growth and replacement requirements and by 1980 that will be a quarter million new entries per year. What do we offer new entries in the way of stability of employment and salaries or wages? Unlike manufacturing and retail trade, we offer steady, year-round employment. A recent industry survey reveals that we use less than 3 percent extra help or part-time employees. We give 52 weeks employment per year to 97 percent or more of our non-supervisory work force, and 100 percent to our supervisory and sales work force.

"As to average weekly non-supervisory earnings, in 1963 they were $99.47—almost the same as manufacturing production workers' earnings of $99.63, and 46 percent above retail trade at $68.04. By 1967 our average weekly non-supervisory earnings were $116.06; manufacturing was less, at $114.90, and retail trade was much less, at $75.44. I thus feel that you can safely counsel your career seekers that employment opportunities in wholesale trade are as rewarding, from an earnings standpoint, as any other opportunities, and much more rewarding than other careers in distribution from both an earnings and job security standpoint.

"Speaking of opportunities for self improvement . . . our industry traditionally promotes from within. A large percentage of our present day owners and partners or presidents of wholesaler-distributor firms started 20 or 30 years ago as office or warehouse workers. We are basically small business firms . . . the average wholesale establishment employs only 10 people. In other words, those who seek careers in wholesale distribution need not fear getting lost in the thousands of people on a single payroll. We just don't have companies of that size.

"Ideally, therefore, it becomes perfectly obvious that students seeking career opportunities in wholesaling would benefit greatly through specialized distributive educational training, in the last year or two of their high school training. A very successful program has been going on for several years at Edgewater High School in Orlando, Florida, mainly because the DE coordinator there found it could be done, several years ago, and worked it out. It can be done and I would hope that more of you would try it in your own systems.

"Juniors and seniors in high school can be given special training that will make them more valuable to us, in the beginning. Our industry training needs are very similar to those of the retail industry you DE teachers and coordinators have been so familiar with for so long. The emphasis would perhaps be slightly different, less on salesmanship and more on marketing, communications, and economics. Yes, we would even like to have them exposed to at least one class in wholesaling, the efficient method of distribution."

BUSINESS MEETING

The business meeting of the Distributive Education Division was called to order by Edith Patterson at 9:00 A.M on Tuesday, December 8. Reports from DE representatives on AVA committees were heard first. Abstracts of several of these reports follow.

Editorial Board

Fairchild Carter reported that all articles this year were well prepared and well received. An adequate number of articles for the balance of this publication year are in the central files, ready for printing. Plans for next year—theme and space—will be made at the Spring Editorial Board meeting. The increasing demands for publication space caused by the departmental participation and division expansion mandate that the leadership within each organization in the DE Division concern themselves with emphasizing early submission of articles for future issues of the JOURNAL as soon as themes are set at the spring meeting.

International Education

Dorothy M. Ford reported that the three major objectives of the committee for the 70's are as follows: (a) to coordinate the activities of existing divisions and departments of the American Vocational Association, Inc., as they are related to international education; (b) to identify the interest, expertise, and experience in international education among AVA members and to develop an appropriate roster; (c) to provide a service which will assist government agencies, international organizations, universities, and private staffs in the definition, organization, and staffing of projects involving practical arts and vocational-technical education, training and teacher training, school development, and course and curriculum planning.

Resolutions-Programs of Work

Mildred Jackson reported that this committee has chosen as the thrust for 1972 the theme: Planning—For Professional Development for Vocational Education Leadership. At least two forces mandate such a theme. First, the expansion of the entire field of occupational education requires new methodologies, new teaching skills, and new approaches to guidance and counseling. Second, the educational and sociological changes which impinge on the vocational educator require new leadership roles, to reach those who have not developed occupational goals or for whom the traditional approaches are inadequate. You are urged, through your state affiliate, to focus your efforts in three areas as we attempt to plan for professional development for vocational education leadership. These are (a) reaching others, (b) working with others, and (3) telling others.

Accreditation

Callie Stanley reported that the committee discussed a draft copy of "Characteristics of Vocational Education: Identifying Guidelines." Field tests will be conducted soon to evaluate the guidelines, and state directors will be sent copies for their reactions.

AVA Advisory Council

Edgar Burke reported that the Council had concerned itself with recommendations to the following concerns: (a) Should AVA amend its bylaws to provide for institutional memberships? (b) Should AVA continue as a federation of affiliated organizations or as a national organization? (c) Should the present structure (10 divisions; 7 departments) be continued? (d) What is the role of AVA as a professional organization?

Reports from division committee chairmen were given next and abstracts of several of the reports follow.

AVA-SBA

Wendall Metcalf reported that in 1970 SBA has issued 30 new small business management publications and released two new movies. For DE and other instructors a new brochure has been released recently. It is called "Management Training Instructors Manuals" and describes the series of manuals which the AVA/SBA Committee initiated. A new instructors manual with visuals will be released on December 14, 1970. This presentation is on the topic of merchandise pricing. The two color movies produced and released this year are ideal for DE use. One, on customer relations, is titled "You and Your Customers." The film shows a series of situations which are dramatically enacted. The other new film is about merchandise control in a small retail store. The title is "A Step in the Right Direction." During the first 10 months of 1970, SBA and Distributive Education cooperated in conducting 300 courses, conferences, workshops, and clinics. More DE courses were cosponsored in Florida than in any other state. The greatest number following Florida were in Ohio, Minnesota, and Utah in that order. Out of 84 SBA field offices, DE small business management training was co-sponsored by 32 of them. There remains much to be done.

DE Hall of Fame

Dwayne Tucker reported that in 1969-70 the committee decided to recognize also the former teachers of each new Hall of Fame member through the presentation of a certificate of appreciation for contributing to the development of the profession of teaching distributive education. Also, a new certificate for Hall of Fame members was designed. From the records, it seems that some states have been more successful in recruiting DE personnel from among the high school and postsecondary programs than others. It has been suggested that each state association consider ways in which they might promote careers in distributive education. The certificates for the recipients of the 1970-71 Hall of Fame will be presented at the DECA National Leadership Conference at San Antonio in April.

Membership

Wayne Harrison reported that as of November 10, 1970, DE memberships in AVA had increased by 12.2 percent since November 1969, a number increase of 251, from 2052 to 2303. However, the November 10 membership is 313 less than the ending membership of 2916 on June 30, 1970. Wayne Harrison then presented the following two motions which were passed:

> That NADET chairmen in each state be asked to serve this year (1971-72) as DE Division chairmen for AVA memberships and be provided display and promotional materials for use at the state conference.
>
> That the DE Division vice-president request a budget of $1000 for reproduction

and distribution of winning sales promotion and display kits to be piloted through DE Division which will be sent to every NADET-AVA membership chairman for use in promotion within the state.

Professional Development Awards

Gail Trapnell reported that the president of each of the affiliated organizations within the Distributive Education Division was contacted to solicit assistance in organizing a promotional campaign in each of the affiliated organizations and in each of the states. As of November 25, 1970, a total of $1,525.05 has been contributed to the Awards Program from 47 individuals and/or organizations. Guidelines for the administration of the Awards Program will be released through the Distributive Education Division and the American Vocational Association at the first of the calendar year, 1971.

Publications

Ed Harris distributed a bulletin listing and describing the DE publications printed and distributed by AVA in 1970. Publications on adult distributive education are currently being developed. The American Vocational Association Publications Committee and the Distributive Education Publications Committee will continue to make extensive use of resource personnel to expand their publication efforts. Anyone interested in preparing a publication or willing to serve on an ad hoc publication committee should contact E. Edward Harris, chairman of the Distributive Education Publications Committee.

Under the order of new business the Operating Policies of the Division were amended to provide for the Division vice-president to be elected at the Division business meeting at the Convention. This was necessary in order to conform with AVA policy changes made by the House of Delegates at the 1969 convention. New appointees to the Distributive Education Policy Committee to serve until 1973 include: Dorothy Chambers, Alabama, and James Biddle, Indiana.

MEETINGS OF AFFILIATED ORGANIZATIONS

Highlights of the meeting of NASSDE, NADET, CDTE and NADELS are given below.

NASSDE (National Association of State Supervisors of Distributive Education)

Members of NASSDE were privileged to have as their keynote speaker Arthur Lee Hardwicke, Assistant Commissioner of Vocational Education, who gave a very challenging and straightforward message on reasons for the proposed reorganization in the U.S. Office of Education, the need for better cooperation and unity among all vocational educators, his confidence in the role and contribution of distributive education, and the need for more effective visibility and evidence of what we are accomplishing through distributive education programs. He also emphasized the importance of developing strong vocational youth organizations and referred to the leadership to be given by the USOE in the new organizational pattern.

Annual dues were increased from $2.50 to $7.50 per year. Asso[illegible] dues remain at $2.50.

New officers elected include the following: president, James Biddle (Indiana); vice president, Paul Bennewitz (Arizona); Secretary, Gail Trapnell (Florida); treasurer; Lynne Rhudy (Alabama); and the following regional representatives: Byron Vanier, Central (Nebraska); William Pace, Southern (Mississippi); Michael Bullock, Western (Montana); and Alan Cohen, North Atlantic (Pennsylvania).

NASSDE membership is at an all-time high and 100 percent of the potential is the goal.

NADET (National Association of Distributive Education Teachers)

Speakers for the NADET meeting and their topics were: Harland E. Samson (Wisconsin), "Innovations in Distributive Education," and Eugene L. Dorr (Arizona), "Individualized Instruction in Distributive Education." They were both excellent, pertinent, well-received and stimulated good reaction and questions.

As of November 30, 1970, NADET membership stood at 2,298 as compared to 3,069 in 1969-70. Efforts to develop more of the potential membership will continue through regional vice presidents.

The Indiana association was praised for its effective program of work.

The current NADET project, "A Directory of Free and Inexpensive Educational Materials and Audio-Visual Aids," will be mailed to the membership. Appreciation was expressed to Joe Roberts and Harold Williams for permission to reproduce their materials.

The completed Program of Work for NADET will appear in the spring issue of "NADET News."

The slate of nominees for 1971-72 officers and the ballot will appear in the February "NADET News." Members are urged to vote. Margie P. Davis (North Carolina) was named NADET's representative to the AVA Advisory Council. The new president will appoint all committees after July 1, 1971.

NADET awards presented included an Outstanding Service Award to Kenneth Rowe (Arizona) and two Life Membership Awards to Nyna Keeton (Arkansas) and Todd Sagraves (Connecticut).

CDTE (Council for Distributive Teacher Education)

The theme "Innovative Approaches in Distributive Teacher Education" was implemented through a presentation-demonstration by Fred W. Harrington (Pennsylvania) on the topic of "Developing Coordination Skills Using Video Recorded Self-Instructional Training Packages."

The following resolutions were presented and approved:

1. That the Executive Council of CDTE and Collegiate DECA seek funds from other agencies. If funds cannot be secured, CDTE will follow the Executive Council's recommendations of supporting Collegiate DECA for the sum of $300, for temporary support of Collegiate DECA.
2. That a separate section in the *Encyclopedia of Educational Research* be obtained for distributive education.

Awards presented included the CDTE Citation for Outstanding Service to Mary Marks (USOE) and the CDTE Academy of Distributive Teacher Education Award to Harland Samson (Wisconsin).

New officers elected were the following: president, Neal Vivian (Ohio); president-elect, Kenneth Ertel (Idaho); and secretary-treasurer, Vivien Ely (Virginia). Kenneth Rowe (Arizona) was named CDTE representative on the AVA Advisory Council.

NADELS (National Association of Distributive Education Local Supervisors)

The theme "To Improve Instruction, Supervision, and Evaluation" was implemented through the following presentations: "Are We Serving People?," by Elinor Burgess (Virginia), "The Role of An Advisory Council in DE," by Dorothy Chambers (Alabama), and "The Importance of Professional Growth," by C. Edwin Pearson (Tennessee).

Membership now stands at 43. It was pointed out that NADELS is a new and small organization but one with great potential. The members work directly with those on the "firing line" and are their liaison with those in authoritative, decision-making positions.

The following motion was presented and passed: that NADELS set up a national membership organization chaired by Ron Murphy that will conform to the U.S. Office of Education regional breakdown with regional membership chairmen.

New officers elected were as follows: president, Dwayne Tucker (Tennessee); vice president, Elinor Burgess (Virginia); secretary, Luise Henmon (South Carolina); board of directors, Pat Patterson (Florida) for a three-year term.

OTHER DISTRIBUTIVE EDUCATION DIVISION ACTIVITIES

Chain Store Luncheon

On Tuesday, December 8, members of the DE Division and their guests assembled for the annual luncheon sponsored by 11 host companies representing the national chain store field. Our genial host, Phil Schindel did his usual masterful job in planning a program and arrangements which made this one of the most enjoyable and rewarding highlights of DE Division activities at AVA this year. Carl K. Darnell of the S. S. Kresge Company extended the welcome and handled the roll call of states in a most unique and exciting manner. Dave Grundfest, President of Sterling Stores Company in Arkansas, brought us one of the most challenging and heart-warming messages we have heard on the topic of "What Have We Done To Our Young People?" Our heartfelt thanks go to these host companies for their continued support and faith in DE and for their generosity in providing this luncheon each year and the reception which follows.

DECA, Inc.

Highlighting the 1970 meeting of DECA, Inc., was the new committee structure and the new action flow system for communications, services, and cooperative action. It seems to be the concensus that this "new look" for DECA has already resulted in greater involvement of people and better understanding of the national picture of DECA. Reports of the new committees were distributed to each DECA, Inc., member along with the annual report of the president and the treasurer's report. Space does not permit their reproduction here, but DECA, Inc., representatives are urged to share them with others in their states.

Newly elected members to the DECA, Inc., Board of Directors are the following: James Biddle (Indiana), I. W. Baughman (Virginia), and Loris Lorenzi (New Jersey). Terms of office of Board members will begin July 1 following their election.

National Management Development Council [illegible] Distributive Education

This has become one of the most powerful voices for distributive education in the nation and will become even more so in the immediate future. Management representatives of 17 large and small businesses across America are now serving on the Council chaired this year by Lawrence E. McGourty, President of Thom McAn Shoe Company, Massachusetts.

Members of the DE Division are encouraged to send Chairman McGourty, T. Carl Brown (North Carolina), or Edith Patterson (Texas) names of management representatives from their states as possible members of this Council. There is a particular need for representatives from the petroleum, food, and apparel industries.

The beautiful ABCDE color brochure for use in explaining DE to management was developed by the Council and is now available through AVA. Members are urged to order and use this effective instrument widely.

Members of the Council and their addresses are as follows:

JOHN L. BROWN, Vice President - Director of Manpower, S. H. Kress Co., 114 Fifth Avenue, New York 10011, Phone: (212) 929-2700.

HOWARD EADES, Administrative Vice President, W. T. Grant Company, 1441 Broadway, New York 10018, Phone: (212) LO4-1000.

ALFRED EISENPREIS, Vice President,. Allied Stores Corporation, 401 Fifth Ave., New York 10018, Phone: (212) OR9-0800.

DON GREVE, Chairman of the Board, Sequoyah Industries, Inc., 4545 North Lincoln Blvd., Oklahoma City, Okla. 73105, Phone: (405) 528-7821.

WARREN HAGER, Assistant Vice President, Retail Systems Division, National Cash Register Co., Dayton, Ohio 45409, Phone: (513) 449-2000.

LARRY T. HAMPTON, Vice President - Credits, Gordon Jewelry Corporation, 820 Fannin at Walker, Houston, Texas 77002.

WILLIAM W. McCORMICK, Assistant Director of Personnel, J. C. Penney Co., Inc., 1301 Ave. of the Americas, New York 10019, Phone: (212) 957-5967.

RAY A. KILLIAN, Vice President, Belk Stores Services, Inc., P.O. Box 2727, Charlotte, N.C. 28201, Phone: (704) 375-3761.

SAUL KOMESSAR, Vice President, Shoe Corporation of America, 35 North Fourth St., Columbus, Ohio 43215. Phone: (614) 221-5421.

FOSTER N. KUNZ, Vice President for Industrial Relations, Marriott Corporation, 5161 River Road, Washington, D.C. 20016, Phone: (301) 986-5311.

WILLIAM F. McCURDY, President, The Sears-Roebuck Foundation, 303 East Ohio Street, Chicago, Ill. 60611, Phone: (312) 677-6598.

LAWRENCE E. McGOURTY, Chairman and President, Thom McAn Shoe Company, 67 Millbrook Street, Worcester, Mass. 01606, Phone: (617) HI4-4711.

PHILIP SCHINDEL, President, A.G.M.C., Inc., 1441 Broadway, New York 10018, Phone: (212) 736-0650.

LAWRENCE WALSH, Senior Editor, McGraw-Hill Book Company, 330 West 42nd Street, New York 10036, Phone: (212) 571-3333.

GUIDANCE DIVISION

Proceedings Recorder:
Charles W. Ryan
Associate Professor of Education
College of Education
University of Maine

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The third annual meeting of the Guidance Division occupied a prominent portion of all scheduled activities during the 64th meeting of the American Vocational Association. Renowned speakers and stimulating topics provided the Guidance Division members with an excellent overview of accountability and its relationship to guidance. Evaluation of career guidance, counseling, and placement was the selected theme for Guidance Division meetings. In essence, the theme reflects serious concern on the part of guidance practitioners to assess the quality of their work and demonstrate to a skeptical public the worth of guidance services. This report will present excerpts from the major papers and a summary of items considered by the Planning and Policy Committee.

POLICY COMMITTEE MEETINGS

Charles G. Foster, our able divisional vice-president, opened the Policy Committee meeting on December 4, 1970. All in attendance were welcomed and provided with an overview of Division plans. Mary Allen of AVA Headquarters Staff identified five areas of concern for the Guidance Division to consider:

1. Proposed and pending legislation, with particular emphasis on the Manpower Act and changes in the Vocational Education Act Amendments
2. Professional development within the guidance profession
3. Role and function of guidance personnel, with more emphasis on communicating to others what we do
4. Professional growth and development at the state association level, and the development of guidance programs that will influence guidance personnel to sell vocational education
5. Guidance representation on the National Advisory Council.

The above suggestions were received with enthusiasm.

A proposal to reorganize the USOE was distributed for discussion and comment. These important recommendations were developed by Norm Gysbers, Gene Bottoms, Dave Pritchard, and several consultants. The essence of the proposal is as follows: Gene Bottoms stated that prior to meeting in Washington to draft the recommendations they were concerned that career development responsibilities were diffused into three sections of the USOE Organization Chart. At a November 1970 meeting in Washington they agreed upon the title for a new branch, Career Development Programs and Services, with seven subheadings, as follows: (a) Guidance and Counseling, (b) Elementary Career Orientation, (c) Secondary Career Exploration, (d) Postsecondary and Adult Student Recruitment and Services, (e) Placement and Follow-up, (f) Career and Occupational Media Development, and (g) Student Assessment Methods Development. One-sentence definitions of each of the seven subheadings were developed. It was emphasized that this was written to the vocational education audience. Ferris Post then moved, seconded by Lee Cavnar, that Gene Bottoms and Norm Gysbers be named to a committee and given the latitude to do what has to be done to implement the proposed reorganization of the U.S. Office of Education. Approval of the motion was unanimous. The committee was also instructed to prepare a resolution supporting reorganization of the USOE for action at the Guidance Division business meeting.

The intent of this recommendation should receive unanimous support from the membership, since it reflects a serious concern for guidance visibility at the national level.

The issue of visibility was reflected in the emergency reconvening of the Policy Committee on December 8, 1970, to consider action in regard to the Comprehensive Manpower Act pending before the House-Senate Conference Committee. John Odgers succinctly stated, "We've got to get the National Advisory Councils for Vocational Education and Title III, ESEA, talking together." It was suggested that they jointly fund the cost of a guidance consultant to perform the following services:

1. Survey developments and report
2. Influence legislative stance (motivate and assist in the development of legislative proposals)
3. Help develop Advisory Council policy and thereby influence USOE policy and staffing
4. Disseminate idea producers to State Advisory Councils
5. Encourage the underwriting and coordinate national and regional conferences (and interim activities) of state guidance leaders
6. Promote cooperation of vocational education and Title III funded programs at state level
7. Provide recommendation to State Advisory Councils and State Departments on State Plan contest and writing
8. Study (promote ideas) to improve and make more realistic counselor education ("for purposes of facilitating occupational choices")
9. Promote activities to assure the development and refinements of basic state-level services (e.g., follow-up, needs assessment surveys, etc.)

Cooperative approaches between National Advisory Councils and AVA will be investigated by John Odgers in conjunction with Calvin Dellefield and Ken Hoyt.

After discussion it was moved by Lee Cavnar, Colorado, and seconded by Jules Kerlan, Minnesota, to send telegrams immediately of a resolution adopted by the Guidance Division to Hugh Calkins, Chairman of the National Advisory Council for Vocational Education, and to the members of the House-Senate Conference Committee, with an information copy to Lowell Burkett, Executive Director, AVA, and David Bland, Chairman of the Resolutions and Program of Work Committee. Action on the motion was unanimous and Lee Cavnar, Jules Kerlan, and Charles Weaver were named to implement the intent of the motion.

The agreed-upon content of the telegram was as follows:

> Immediate action is requested to the following resolution passed by the Guidance Division of the American Vocational Association National Convention currently in session.
>
> WHEREAS, The fields of counseling, testing, selection, and placement are traditionally viewed as parts of education, and
>
> WHEREAS, The definition of "vocational education" contained in the 1968 Amendments to the Vocational Education Act specifically include guidance, testing, selection, and placement and
>
> WHEREAS, In the proposed Comprehensive Manpower Act, counseling, testing, selection, and placement are excluded from the definition of education and thus require concurrence of the Secretary of HEW and
>
> WHEREAS, For the Secretary of Labor to have sole control over helping individuals choose vocational training, for selecting individuals to be trained, and for placement is to leave the vocational educator helpless to control the quality of the product he is to prepare,
>
> THEREFORE, BE IT RESOLVED, That the American Vocational Association exert every effort to influence the House-Senate Conference Committee so as to restore counseling, testing, selection, and placement to the definition of education included in that Act.

The action of the Policy Committee reflects the serious concern with which the guidance profession views its role in developing national manpower and education legislation. The service which guidance provides *all* students must continue to be a vital portion of all legislation that is passed by Congress.

BUSINESS MEETING

The business meeting of December 4, 1970, reviewed the activities of all standing committees and accepted the minutes from the 1969 Guidance Division session. Ed Smith, Chairman of the Membership Committee, suggested that the confusion which existed between direct and affiliated membership needs to be resolved. Comments from the floor indicated that the AVA membership procedure for continuous enrollment was causing difficulty, as many members were not aware that their application must be processed through the state vocational association. Charles Foster was urged to bring this before the AVA Board of Directors.

The International Education Committee has been requested to provide consultative assistance to Uganda in guidance program development. Miss Sarah Magala, Ministry of Education, Uganda, conferred with Charles Ryan regarding the possibility of assistance via the following:

1. Guidance materials
2. Consultants
3. Student exchange.

Members with ideas or suggestions are urged to contact Charles Foster or Charles Ryan. Further information will be forthcoming.

New business included the following items:

1. Gene Bottoms reported on the action that had been taken regarding reorganization of the USOE (See Policy Committee report).

2. A revision of the "Operating Policies for the Guidance Division of AVA" were reviewed by Charles Foster. Each of the following sections contain changes which have been approved by the Guidance Division Policy Committee:
    a. Election of the vice president
    b. Process of Nomination
    c. Appointment and Terms

3. Lee Cavnar, Chairman of the Nominating Committee, presented a slate of officers for the following positions:
    a. Adult Education: Ferris J. Post
    b. Supervision and Administration: James E. Bottoms
    c. Special and Related: Darold T. Bobier
    d. Member-at-large: David W. Winefordner
    e. AVA Resolutions and Program of Work: Charles E. Weaver

4. John Odgers suggested a variety of approaches in utilizing Title III, ESEA funds.

GENERAL SESSIONS

In addition to attending Policy Committee and Business meetings all members of the Guidance Division were given the opportunity to actively participate in general sessions. The sessions on Saturday, Sunday, and Monday were structured to permit maximum audience participation. It was the intent of Gene Bottoms, Program Chairman, that the ideas of those who attended the Guidance Division sessions be elicited for later use in developing program goals at the local, state, and national level. Each member of the audience was assigned to a work group and asked to make a personal commitment involving three days of interaction. Group leaders and recorders were responsible for keeping minutes that would be turned in to Gene Bottoms. In essence, our Division's members were given the responsibility to share their ideas with other members of AVA, appropriate legislative groups, and national or state advisory councils.

In conjunction with the evaluation theme, major papers were prepared that reflected concerns at the local, state, and national level. Each presenter was limited to about 30 minutes in reviewing the highlights of his paper and suggesting ideas for analysis by the work groups. After a brief presentation each work group was charged to review the report and determine expectations of career guidance, counseling, and placement at the local, state, or national level. The comments and suggestions from the participants indicated much pleasure in actively participating in developing program goals. The work group achieved involvement; it transformed what could have been a passive learning situation to one of active involvement. It appears that all work group participants acquired at least one idea that could change practices in guidance in their state. The work groups were lively sessions and indicated a high degree of self-discipline on the part of those in attendance.

To permit the reader maximum involvement the remainder of this report will present excerpts from the major papers which were presented at the Guidance Division general sessions. The reports have been classified in two parts. Part I will review the papers prepared on evaluating career guidance, counseling and placement—local, state, and national level. Part II will present excerpts from the papers prepared for Tuesday and Wednesday sessions. A variety of topics, including the perennial "share and tell" session, are included.

Part I—Evaluating Career Guidance, Counseling, and Placement

The tone for all subsequent sessions was quickly established in an exciting opening address by Gene Bottoms. Several national concerns of major importance which pertain to career guidance, counseling, and placement functions were outlined. The nature and scope of these national concerns were listed for examination and reaction in a report prepared by Gene Bottoms, Norm Gysbers, and David H. Pritchard. In essence the authors sought answers to the practical question, what are nationally influential groups and spokesman "saying about" and expecting of "career guidance, counseling, and placement"? Their next step was to synthesize from their findings a catalog of "areas of national concern," and then by summary and/or example they synthesized what is being said about and expected of career guidance, counseling, and placement in each of the identified areas of concern. The results are presented below.

Direct Service Functions

Facilitating Choices. There is concern that systematic efforts be made by the total school at all levels to facilitate occupational choices for all students. In the judgment of Congress, almost no attention has been given to prevocational counseling and orientation to the world of work.

Orientation and Information. There is concern that a developmental program of career orientation and information be initiated from grades K through 12 for all students with special emphasis given to youth who have academic, socioeconomic, or other handicaps.

Job Placement. There is concern that education must assume the responsibility for assisting each student to enter and hold a job satisfactorily.

Outreach. There is concern that schools perform an outreach function aimed at youth outside the school system and designed to return them either to an appropriate learning situation or to part-time training and related employment.

Follow-Through and Linkage. There is concern that job placement be expanded to include follow-through and linkage with assistance necessary to move up to a higher position.

Identification of Students' Needs, Characteristics, and Circumstances. There is concern that the needs, characteristics, and circumstances of all students be considered and given prompt attention. Counselors must devote more time to this effort, utilizing both direct contact with the student and indirect contacts through the curriculum, teachers, and community in formulating an educational climate more conducive to the student's self-development.

Counseling. There is concern that the "vocational focus" of counseling be greatly expanded for all students at all levels. Counseling serves as a common denominator that cuts across the several guidance functions, rather than operating always as a separate and distinct function, as is so often implied.

MANAGEMENT and SUPPORT FUNCTION

There are also national concerns that pertain to the management and support functions of career guidance, counseling, and placement.

Accountability. There is concern that all of education be answerable for its accomplishments, including vocational education and career guidance, counseling, and placement.

Funding. There is concern that vocational education funds be used to support career guidance, counseling, placement, and other related career development activities designed to facilitate choice.

Differentiated Staffing. There is concern that a coordinated team of personnel be used to perform the career guidance, counseling, placement, and related career development activities in order that the various parts be consolidated toward a common thrust.

Administrative Support—National and State Levels. There is concern that national and state level vocational administration give a greater commitment to career guidance, counseling, and placement programs. This commitment could include increasing the number of national and state staff assigned to guidance, thus providing essential leadership to establish and maintain a quality vocational guidance program for in-school and out-of-school youth and adults.

It is essential that those in the guidance profession ***produce*** evidence to indicate or demonstrate our success in the above areas of concern. Bottoms, Gysbers, and Pritchard have identified ***what*** must be ***evaluated*** as well as programmed to meet the constructive criticisms and recommendations concerning career guidance, counseling, and placement which have emanated from a variety of sources. The curriculum, hand-on-experiences, and multi-media methods are suggested as appropriate vehicles to achieve direct involvement of youth in the daily activities of the school.

The evaluation of career guidance, counseling, and placement at the state level was capably reported on by Blan E. Sandlin and William D. Stevenson, both of the Oklahoma State Department of Education. In preparing their paper both authors reviewed published materials and collected opinions of local administrators, students, teachers, counselor educators, members of the State Board for Vocational and Technical Education, and the State Advisory Council, via a rating scale. Concerns relative to guidance and counseling were rated on an 11-point continuum ranging from a major concern to no concern. Prior to presenting the findings of this survey it is essential to grasp an "overall" view of education and guidance in the United States. According to the authors:

> Academic guidance services developed rapidly as a result of the National Defense Act, 1958. Almost nine out of every ten high schools in the United States provided academic counseling. In contrast, the occupationally oriented youth got very little or no attention. The reasons for this inattention are many, some of which are: (a) Counselors for the most part came from the teaching ranks. Their education, training and experience were academic. Therefore, they were oriented toward the academic and knew very little about the world of work. (b) Most state counselor certification programs and counselor training institutions required only one course in occupations and vocations for counselor cer-

> tification (a recent survey shows that most all states are now requiring only one three-hour course in this area). (c) The counselor-student ratio has been greatly reduced. However, it is still too high for the counselor to provide all of the services needed by all of the students. (d) Too many guidance programs have been crisis centered and remedial rather than preventive and developmental. (e) Developmental vocational and occupational guidance programs have not been possible because of the very limited number of comprehensive elementary school guidance programs. (f) The public has not been convinced to the point that it demands equal guidance services for the non-college bound student.

Also:

> Resource material for organizing and conducting developmental vocational guidance programs K-12 is very limited. This is also true in the area of career exploration. The curriculum in most local schools is so restricted to the academic requirements that students do not have a chance to explore in the area of careers which could help them find a real reason for learning 'reading, riting, and rithmetic.' Students have not been permitted to move into and out of vocational-technical programs and to select mixtures of vocational-technical and academic courses.

Sandlin and Stevenson suggest that the following trends significantly affect the job of the teacher and counselor. The trends indicated in the literature are as follows:

1. Toward becoming a career development specialist, assisting students to formulate a career goal and develop plans for and adopt procedures to reach that goal. This trend has an opposite to it which is a trend away from being a crisis-oriented therapist.
2. Toward functioning in such a way as to be prepared to show evidences of accomplishments—evaluation. It means the formulation of measurable objectives by guidance people.
3. Toward considering both interest and aptitude of student in counseling concerning what is best for the student without prejudice on the part of the counselor. The counselor must to the extent possible avoid showing to the student in any way his evaluation of the student's goals and aims in life.
4. Toward more contact with an involvement of the total community in the development and function of the guidance programs. Certainly possibly more of a goal than a trend, but a hoped-for result.
5. Toward starting career exploration and development work at an earlier age (elementary school) and making it an on-going developmental process throughout life.
6. Toward accepting career development as a responsibility of the total school which cannot be limited to a single discipline or department.
7. Toward accepting responsibility for placement of students and graduates on jobs—in the talking stage at least. As said earlier, too little of it is being done.
8. Toward more emphasis on providing services for the disadvantaged and handicapped.

People are asking for information as to the value or the quality of the career guidance, counseling, and placement programs. The following data or information is being asked for or should be supplied in order to evaluate programs of career guidance, counseling, and placement.

1. Is the guidance program influencing the school curriculum at all levels?
2. Are students making realistic educational and/or vocational plans based on predetermined interests, test scores, and/or grade point averages?

3. What experiences have students had to develop ability to make educational and/or vocational decisions?
4. To what extent are post-high school activities of graduates and school leavers consistent with their high school program?

Other areas of concern were identified but space limitations prohibit their inclusion.

The evaluation of career guidance, counseling, and placement must reflect the concerns of those who are direct recipients of the services. Sandlin and Stevenson suggest the following evidences as most often accepted by state-level administrators, regional administrators, local administrators, and teachers, students, and parents in assessing the quality of guidance programs. Following is the order in which the evidences for evaluation were ranked by their respondents and their average rating on an 11 point scale:

Evidence	Average Rating
Extent to which post-high school activities (jobs, additional education, etc.) of graduates and school leavers are consistent with their high school program	10.58
Percent of high school graduates who have either a job entry skill or plans for continuing education	10.27
Extent to which students who are able finish high school	10.22
Percent of students dropping out of college the first year	10.16
Percent of counselor education dealing with occupations requiring vocational-technical training	10.11
Extent to which student has had experiences which help to develop his ability to make educational and/or vocational decisions	10.05
Percent of counselor's time spent on activities other than counseling, guidance, and placement	10.05
Ratio of counselors to students	9.88
Percent of counselors who participated in in-service training for vocational counseling	9.77
Percent of students who have current occupational information easily accessible to them	9.77
Percent of time spent by counselor on placement of students and/or school leavers	9.72
Percent of schools having a written plan for guidance services and a job description for each counselor	9.58
Percent of counselors having up-to-date experience in business and industry	9.55
Number of areas of expertise represented on state staff; i.e., elementary, testing, vocational, research, evaluation, administration, secondary, information, publications	9.52
Percent of junior high school students who have participated in career exploration and testing for work aptitude	9.44
Percent of counselors having in-service training in vocational education available to them	9.44
Extent to which this educational and/or vocational plan is realistic in terms of students' test scores and/or grade point averages	9.44

Evidence	Average Rating
Percent of vocational student graduates who get a related job or continue in related training	9.27
Knowledge of the extent to which guidance programs are influencing the school curriculum at all levels	9.27
The percent of students having an educational and/or vocational plan	8.94
Extent to which materials from state level are identified and/or made available to local counselors	8.83
Changes in enrollment in vocational programs in school or area school	8.75
Percent of students of different levels of ability participating in vocational education programs	8.50
Length of time required from request to visit by state staff	8.05
State staff—number of visits per school year	7.29
	Mean 9.45

The third work group session focused on evaluating career guidance, counseling, and placement at the *local* level. Attendance for this session was 162, which is indicative of the enthusiasm generated when convention participants are actively involved. Frank Wellman did an excellent job of describing the necessary procedures for effective evaluation of vocational guidance. An essential component of evaluation is the development of clearly stated objectives that specify what you expect to occur. Does vocational guidance make a difference? The guidance profession is being called upon to demonstrate that results of guidance justify the expenditures. As Wellman states, evaluation must include:

1. Traditional evaluation procedures
2. Systems approaches
3. Specification of objectives and outcomes
4. Basic evaluation designs
5. Procedural suggestions for evaluation.

Each of these suggested techniques has values and limitations which must be considered in selecting the appropriate procedure to evaluate the guidance program. Space precludes an examination of criteria associated with each procedure. To provide the essence of Wellman's remarks regarding evaluation, the section dealing with specification of objectives and outcomes is presented for perusal.

Specifying Workable Objectives and Achievable Outcomes

The specification of meaningful objectives and the use of appropriate criteria to estimate the achievement of objectives are essential for adequate evaluation. The difficulties encountered in accomplishing these tasks have, no doubt, discouraged many guidance workers from undertaking comprehensive outcome studies. The basic requirements for stating vocational guidance goals, objectives, and outcomes follow the major parts of the systems model with the added criterion of feasibility imposed at each step in the process.

1. Objectives should be oriented to identified student needs (educational, vocational, and social).
2. Objectives should be consistent with societal values and professional philosophy.
3. Objectives should be stated so they can be translated into expected behavioral outcomes (relevant to the primary purposes of vocational guidance).
4. Behavioral outcomes should be defined operationally so that they can be quantified in terms of knowledge, skills, performance, and attitudes.
5. The data needed and methods for measuring and reporting behavioral mani-

festations should be specified for each objective and outcome.

6. Objectives and outcomes should meet the test of relevancy for the student sample (such as grade level, sex, etc.) and the operational situation (such as type of school, demographic characteristics, etc.).

A framework for the specification of guidance objectives and outcome criteria was developed in the form of a taxonomy of guidance objectives as part of the proposed National Study of Guidance. This taxonomy may serve as a guide for the specification of vocational guidance objectives and outcomes that meet the above requirements and those of the systems model. The following outline shows the major categories of guidance objectives included in this taxonomy.

- 1.0 ***Perceptualization Objectives***—The development of awareness and differentiations of relevant environmental and self variables.
  - 1.1 ***Environmental Orientation***—Knowledge and understanding of educational, vocational, and social opportunities, requirements, and expectations.
  - 1.2 ***Self Orientation***—Knowledge and understanding of abilities, limitations, identities, feelings, and motivations relevant to educational, vocational, and social development.
- 2.0 ***Conceptualization Objectives***—The process of analyzing relationships, making predictions, evaluating consequences, and taking actions relevant to educational, vocational, and social goals.
  - 2.1 ***Directional Tendencies***—Formulation of decisions and plans, and the development of interests and value attachments which result in increasing stability and consistency in movement toward educational, vocational, and social goals.
  - 2.2 ***Adaptive and Adjustive Behavior***—Development of coping behavior to meet educational, vocational, and social requirements and expectations.
- 3.0 ***Generalization Objectives***—The development of a behavior pattern typified by consistency, commitment, effectiveness, and autonomy.
  - 3.1 ***Accommodation***—The psycho-social ability to cope with cultural and environmental demands.
  - 3.2 ***Satisfaction***—The internal self interpretations of environmental transactions.
  - 3.3 ***Mastery***—The congruency of expected or predicted achievement with external criteria of achievement.

The following example illustrates how the taxonomy can be used for the specification of objectives and outcomes. Assuming a group of tenth grade boys in a comprehensive high school and using objective 2.21 from the vocational domain of the taxonomy, the resultant organization for evaluation might be:

Objective:	For the student to identify occupational alternatives that are consistent with his abilities and claimed interests.
Process:	Ten-week occupational orientation supplemented with three individual counseling conferences with each boy.
Expected Outcome:	That each boy will be able to list at least one occupation consistent with his abilities and claimed interests, and that 75 percent of the boys will be able to list five or more such occupations.

In sum, evaluation will be expensive and time-consuming for many local school districts. In the long run it may be the best investment as a result of the findings and their influence on what we do. By providing the public with evaluative evidence of our effectiveness, education will continue to receive the financial support necessary for continual program development.

The final work group session demonstrated the intensity of commitment that Guidance Division members made to the program. Well over 150 participants interacted and reacted for two hours after the Wellman presentation to synthesize the results of three work group sessions. The positive feedback would suggest that this procedure be considered by other divisions of AVA to elicit more "grassroots" opinion in all areas of concern to the organization.

Part II—Comments and Reflections

The final three sessions of the Guidance Division were concerned with a variety of topics and issues. Research procedures, state plans for vocational education and guidance, the role of state advisory councils, developing vocational guidance programs at the elementary level, establishing and operating regional career development resource centers, and strengthening the vocational guidance dimension of counselor education programs are indicative of the wide range of topics available to participants in the Division's meetings. The following comments are offered to provide a summary of ideas, suggestions, and goals for the 1970's.

The breakfast session on Tuesday was a warm, cordial affair at which 90 Guidance Division members were treated to an exceptional presentation by Calvin Dellefield, Executive Director, National Advisory Council on Vocational Education. The essence of this presentation reflected a concern for tasks that remain undone at the national, state, and local level. For example:

1. Only two persons in the USOE have assigned responsibility to provide national leadership for guidance. The Guidance Division must continue to pressure for changes that will secure the creation of a guidance branch.
2. The USOE is exerting less and less leadership for guidance development, and this needs rectification.
3. The Guidance Division should influence and develop—
   a. Changes in training programs for counselors that will reflect work experience and information about the work world.
   b. Evaluation of guidance, counseling, and career placement.
   c. Follow-up research to ascertain what has happened to the graduates of our schools.
4. The Guidance Division must exert continued efforts to influence various segments of the public that vocational education is not for someone else's children. It is our responsibility for changing this attitude.

Follow-up study methodology is an effective procedure for obtaining data from former occupational education students. The presentation by Ken Hoyt documented the experiences and research findings of mailed questionnaire follow-up methodology conducted as a part of the Specialty Oriented Student Research Program. Under Hoyt's direction Donald A. Johnson completed a dissertation that studied the differences between respondents and non-respondents when various follow-up approaches are used (1964, University of Iowa). In effect, Johnson studied differences in percentages of students answering the first year follow-up questionnaire utilizing: (a) students from three types of schools— trade, business, and technical; (b) four forms of mailing—questionnaire only, questionnaire with insert asking for employer's name and address, questionnaire with insert promising a copy of the results of those answering, and questionnaire with both inserts; and (c) three variations in addressing envelopes—"Dear Former Student" (printed), "Dear Mr. Smith" (typed individually), and "Dear John" (handwritten).

Since he had available the original data collected from all students while they were in training, he had a variety of characteristics for comparison between respondents and non-respondents associated with each of the factors studied. The seven student characteristic variables he studied included (a) age, (b) sex, (3) reported rank in high school class; (d) student evaluations of training, (e) student scores on the Dailey Vocational Tests, (f) instructor ratings of students, and (g) type of training program in which enrolled. Johnson analyzed differences between respondents and non-respondents for each of these seven student characteristics under each of the varieties of follow-up procedures included in the basic design.

There were some differences between respondents and non-respondents in terms of the seven personal characteristics. If one were to generalize from his findings and conclusions, it would seem that if one wanted to find a student who would reply to the follow-up questionnaire, it would be a girl, less than 21 years old, who ranked in the upper half of her high school graduation class, scored in the upper half on the tests included in the Dailey Vocational Tests, was ranked in the upper half of students by her instructors, and who was enrolled in either a secretarial or clerical training program. If one were to describe another student using as a basis for description exactly opposite terms, one would wind up with a description of a person most likely to be a non-respondent. There is no doubt that differences do exist between respondents and that, as a result, there is some bias in the reported results.

In terms of some of the other factors studied, Johnson found no significant differences among the three kinds of salutations placed on the follow-up forms. The impersonal, printed form that read "Dear Former Speciality School Student" was just as effective as the individually typed or hand-written form of greeting. He found that the "Employer Request" insert markedly lowered percentage of replies from former trade and technical school students but not former business school students. The "Promise of Results" insert did not affect replies from either trade or business school students, but produced significantly lowered percentages of returns from former technical school students. Enclosing both forms produced the same kinds of results as enclosing only the "Employer Request" form—i.e., substantially lower returns.

As a result, we now use only the standard, printed salutation, "Dear Former Specialty Oriented Student." We do not enclose an insert promising a copy of the results and we do not ask former students for the name and address of their present employer. We think our procedures are more effective as a result of Johnson's dissertation.

Caroline Hughes, Secretary, Oklahoma State Advisory Council for Vocational-Technical Education, was warmly received by members of Guidance Division. In an excellent presentation, the role and purpose of State Advisory Councils, what they are, who they are, and their function and interest in guidance were clearly delineated.

State Advisory Councils are citizen groups with implied rather than direct power of implementation. Members are appointed for their competence and status in their communities, representing geographical diversity and broad backgrounds of expertise and experiences associated with vocational-technical education. They must be independent agents to be effective and have a freedom of purpose to consider aspects which other legal entities do not enjoy. They should be supportive of, but not subservient to, State Boards of Education and State Plans. They are charged with evaluating present and long range programs, services, and activities of vocational-technical education, and making recommendations to State Boards for transmittal to the National Advisory Council, the Commissioner of Education, and the Congress. The Congressional intent of their function is the integration and interaction of vocational-technical education and the community at local, state, and national levels.

Ideally, council membership is representative of business, industry, management, labor, the general public, and to a lesser degree, education. If a state council is "loaded" with professional educators, or those appointed for political expediency, the educational system is denied objectivity and remains locked within its own inbred patterns.

The National Council is charged with a continuing assessment of vocational-technical education and correlating training programs to eliminate interagency duplication. Local advisory committees should be representative of employers and fellow workers at the grass roots level; qualified to make recommendations regarding course offerings and content, and selection and placement of equipment; and capable of familiarizing local citizenry with vocational-technical programs at job entry levels, as well as supplemental training opportunities.

Following these two excellent papers, Charles Foster described the essential elements for a successful state plan for vocational educational which includes guidance. The role of the state guidance supervisor for leadership has changed and demands an expertise that supersedes the supervision of counselors. His leadership now seems to me to be more global; rather than working principally with individual counselors, he needs to be examining issues, looking at trends, studying legislation both state and federal, and assisting in the preparation of legislation, as well as providing guidelines and help to counselors, administrators, and others in meeting and providing for the changing guidance needs of their society.

The State Plan for Vocational Education is now an annual affair with a five-year projection. Guidance is a part of each of these State Plans. Is the state guidance supervisor having any input in this Plan? What are the guidance possibilities under this Act? Time does not permit us to mention them all at this time, and probably the speaker could not name all of them if time did permit, but here are a few:

1. Individual differences must be taken into account. Guidance personnel can identify the needs of the disadvantaged and the handicapped, as well as the special vocational needs of the normal students. The counselor is supposed to represent the student to administrators and teachers for equal educational opportunity, as well as to enable the individual to realize his potential.
2. Guidance personnel should be provided for and funded from the disadvantaged and handicapped monies.
3. Exemplary programs and projects are possible under this Act. Missouri has a career orientation program at the elementary school level funded with $100,000 out of the $126,000 available through this portion of the Act.
4. Funding of counselor education is one of the uses for federal funds.
5. Reimbursement should be made for secondary, postsecondary, and junior college vocational-technical guidance programs. The local school must be sure it does not supplant local financial effort.
6. The audience is no doubt aware of the new and expanded part of the definition for vocational guidance which says, “ . . . for the purpose of facilitating occupational choices.” This part allows the development of group guidance—prevocational—at the elementary school level as well as at the secondary school level.
7. Individual and group instruction is a part of the vocational guidance definition under this Act.
8. Research is mandated and funded under the Act. Studies of guidance should be implemented through research funds.
9. The Act provides for an adequate vocational guidance personnel staff at the state level.
10. In-service education is possible for local school guidance personnel.
11. Counselor educator meetings are an additional possibility. This enables the state guidance supervisor to enlist them in assisting him in the solution of guidance problems in the state.

These are a few of the possibilities. I am sure that many of you in the audience can think of others. Where does this leave the guidance profession? Do the vocational education personnel request assistance from the state guidance supervisors in every state? For some reason the answer is no. It seems to the speaker that the opportunities are so great for the growth and development of guidance under this Act that every guidance supervisor needs to become informed and then knock on the door of the vocational enterprise and offer assistance. This Act mandates cooperation inter- and intra-agency.

The comments from Foster exemplify the concern of Guidance Division members for concerted action in elevating guidance services to a position of importance in State Plans. Certainly, the support of every one of us will be needed to meet this challenge.

SHARE and TELL

The final session of the Guidance Division involved the popular *"Share and Tell"* concept, which provides members a broad overview of action projects. Each of the five presentations reflected the enthusiasm of guidance personnel from a wide geographical region. From Alaska, Illinois, Maryland, and New Hampshire strategies for strengthening vocational guidance and counseling were shared with the membership. Key excerpts from each of the five presentations have been selected to acquaint others with the programs.

Establishing and Operating Career Development Centers in Appalachia, Maryland. This program was reported on by James W. Wilson, Career Development Coordinator for Western Maryland, Hagerstown, Maryland. In addition to several ARC-EPDA projects, the Maryland State Department of Education appropriated funds to establish a Career Development Center in Western Maryland. This center was established to develop programs and plans to facilitate the following career development objectives:

1. To help individuals develop self-understanding
2. To help individuals develop understanding of the range of career and educational options
3. To help individuals use the decision-making process
4. To help individuals articulate a smoother transition from school to further education or employment.

Other specific objectives include the following:

1. To work and support EPDA/ARC projects in the Tri-County area.
2. To work closely with State Department of Education, Interdivisional Task Force on Career Development.
3. To work with administrators and supervisors in the Tri-County area in developing and implementing plans for career development.
4. To operate staff development and demonstration programs related to career development concepts, and to use community and business resources in developing occupational information material and placement programs.
5. To carry out on-going evaluation of career development programs and disseminate information about program development.

The Career Development Center in Western Maryland began with funds appropriated for a coordinator and a secretary, and funds for a limited computerized information system in one large high school. It is possible that many other areas may begin with similar operations in the future.

Perhaps some of the activities that have taken place during these first few months in Western Maryland may be of interest to those planning similar career development centers. After four months of operation the following programs and activities have been initiated:

1. *The Interactive Learning System* has been installed at South Hagerstown High School. A unique characteristic of this particular installation is that no additional personnel are required. The operation of the system is under the supervision of the guidance department, but the operators are seven competent, fully trained senior students. This has been working extremely well and certainly eliminates additional cost.

2. *Supervisors and other key personnel* in the Tri-County area came together to discuss how each is or can be involved in career development. Dr. Kenneth Hoyt explained the governmental involvement and obligations to such programs and the outlook for the continuation and addition of programs during the next decade, as well as our basic responsibility to youth in occupational awareness and career development.

3. *As a direct* result of the above-mentioned meeting, some curricula are already undergoing a change. The world of work and occupational awareness is now becoming an integral part of English, social studies, etc.

4. *The Total Placement Program* is what operates in most secondary schools; we make a valiant effort to channel college-bound students through the counselor to use the established application procedures for college acceptance. Thus, these students for the most part are assisted in their career planning and have formulated definite plans for their immediate future.

State Level Planning for Vocational Guidance Programs. State level planning was reported on by Wanda Cooksey, Supervisor of Guidance, Alaska State Department of Education, Juneau, Alaska. The Division of Vocational Education has proposed a plan that entails the organization of career development centers in each of the regional schools, proposed and existing. The State Plan calls for each region to have a school with a comprehensive vocational education program. The programs, of course, will vary in different parts of the state. Some of these schools mentioned will be the expansion of existing schools, some will be new schools. The regional schools will have boarding facilities for those within the region that do not live at the site of the school.

The Career Development Centers that will be established will be comprised of various divisions:

1. Occupational information systems
    - Resource materials
    - Instructional units
    - Human resource inventory file
2. Vocational counseling and diagnosis
    - Diagnostic testing
    - Decision-making skills
    - Interpretation of test data
3. Rural school field service
    - Articulate program
    - Itinerant counselors
    - Resource person to rural teachers
4. Placement and follow-up
5. Teacher/Counselor in-service training

Developing Vocational Guidance Programs in the Elementary School. A report was given by Josephine Hayslip, Director of Guidance, Littleton Public Schools, Littleton, New Hampshire. The elementary school vocational guidance program developed by the Bethlehem Elementary School, Bethlehem, New Hampshire, was the focus of this paper. Developing the vocational guidance program involved the following:

Step One: We surveyed the teachers to determine what occupations they felt were being sufficiently covered in their classrooms and in what areas they felt they could use resource information and resource people. Bethlehem has no guidance counselor, so the success of the program will depend upon the enthusiastic cooperation and participation of the teachers. We used the main and subtitles from the ***Occupational Outlook Handbook*** and asked each teacher in grades one through eight to place a one beside occupational areas which he felt he was covering sufficiently and a two beside those which he could use more resource information about.

Step Two: We surveyed the parents. Although the return was low, we received an interesting cross-section of occupations willing to participate in the program. The survey simply read, "In cooperation with the guidance department at Littleton High School, the Bethlehem Elementary School teachers are participating in a vocational guidance program. One aspect of this program will involve adult members of the community—parents and other interested adults will talk with young people about their occupations. Please indicate on the attached form if you would be interested in participating in this program." Replies came from a banker, a service station manager, a part-time secretary, a telephone installer, a plumber, a housewife, a carpenter-mason, a shoe factory worker, and a Ski-Doo dealer.

Step Three: We surveyed three classes—grades six, seven, and eight—adapting a survey model found in the ERIC System. Not until we did this survey did I *really* begin to feel some shared enthusiasm. I would recommend to anyone attempting a similar project that he start with the kids; this is really where it's at. The youngsters were enthusiastic and contributive, with some expected and unexpected results. To the question, "What kind of work does your father (or mother) do?" the youngsters wanted to put down all the things they did, not just the main wage-earning task. Most of them knew, or thought they knew, exactly what their parents did for a living. These are some typical examples: the coin merchandise director for the Littleton Stamp and Coin Company since seventeen years old; he works at the hospital as an administrator; he is retired but he was in the army for twenty years; she is a part-time secretary; she's just a plain old housewife.

In Bethlehem all the planning has been done cooperatively. Youngsters and adults seem interested and enthusiastic. We're not getting this "Ugh, one more thing to do" attitude. Another emphasis to be made is that so far the project has cost very little money, for interested people have contributed both information and the talent. A couple of field trips are in the works, but only those students previously indicating an interest will be taken by car to visit the hospital, the furniture factory, an artist's studio, etc.

Strengthening the Vocational Guidance Dimension of Counselor Education Programs. Richard Bradley, Southern Illinois University, Carbondale, Illinois, included as a highlight of this presentation an analysis of real and ideal coverage for 22 typical occupational information topics as rated by counselors and counselor educators. Inspection of the data reveals several discrepancies between what practicing counselors want and what their professors provide. For example:

1. Counselors want more of their training to include information regarding occupational trends, evaluation of vocational information, value of work to man, teaching occupations classes, conducting vocational research, and using career information in counseling.
2. Counselor educators in Bradley's sample felt that they were providing training in the above areas. The perceptions of the counselor sample indicate a discrepancy and suggest the need for greater articulation within programs of counselor training regarding occupational information topics. A final point is that counselors would like more training in test interpretation, conducting follow-up studies, and referral and placement. It would

be advantageous to re-examine our course offerings in counselor education programs to assure adequate coverage of these areas.

Junior High School Career Exploration. Kenneth B. Hoyt, Professor of Education, University of Maryland, College Park, Maryland, performed the difficult task of serving as anchorman at the close of a stimulating and lively convention. Ken is to be congratulated for assuming the role and performing so capably. In short, his charge to the audience called for greater emphasis in the junior high school on career development. Junior High is not too early—but almost too *late*—to begin. Guidance personnel are urged to consider the counseling concept of "helping students *not* to go to college."

Counselor education must meet this challenge by going into the field and schools where the action is. Unless a concerted effort is forthcoming from the schools of education, we will see changes in the school emanate at the grassroots level. Skill centers, such as those funded by MDTA, will initiate changes that will influence school curriculums and reach those youngsters who have not succeeded in "typical" school programs. To achieve this goal a massive attack on the attitudes of counselors, teachers, and other staff members toward career development and exploration is a first requisite before changes can be incorporated in classroom activities and curriculum. A team development approach that will utilize the skills of the industrial arts, home economics, and counseling staff should be used to change attitudes and stimulate career exploration in the classroom. Counselors should not teach career exploration, but should act as the change agent or catalyst to pull the diverse forces within the school together in a solid team approach for career development.

In retrospect, the 1970 AVA Convention was nostalgic about its review of past successes. But in anticipation of the future, it is even more exciting when we consider the tremendous challenges that face all divisions. For the Guidance Division the Convention is our moment of truth. We know where we have been and what we have accomplished. Our challenge is to move from what is to what should be: the provision of quality career guidance, counseling, and placement *for all* youth in the United States. Guidance is not just for those who occupy favored positions in the social strata—guidance is a privilege and right for all. Our challenge is to insure that this mandate is met in the 1970's. Best wishes for a successful year.

HEALTH OCCUPATIONS EDUCATION DIVISION

Proceedings Recorder:
Chester S. Rzonca
Graduate Assistant
University of Illinois

POLICY COMMITTEE MEETING

December 4,

Presiding: Dale F. Petersen
Recorder: Lewis D. Holloway

Chairman Dale Petersen called the meeting to order at 9:20 A.M. in suite 4, terrace of the Jung Hotel, New Orleans, Louisiana. Present were Mary Vick, Mildred Mason, Joan Stoddard, Lewis D. Holloway, Wilma Gillespie, Marian Thomas, Elizabeth Kerr, Ellen Abbott, Louise Dailey, and Dale Peterson. Louise Harding and Robert M. Tomlinson were absent. Several guests were in attendance.

The minutes of the spring meetings were approved as printed. Chairman Petersen gave a brief summary of the annual report which he had made to the AVA Board of Directors. Committee members were given copies of this report, highlights of which included the high priority of establishing liaison committees, the difficulty of getting divisional committees functioning, and poor communication within AVA committees. A paper was given by the chairman on the effects of conversion to the metric system on health occupations education.

There was discussion regarding the election of Policy Committee members, since the terms of Louise Harding and Robert M. Tomlinson expire this year. An election will be held at the Tuesday business meeting.

The need for a program chairman for the 1971 convention in Portland was also discussed. It was moved by Joan Stoddard and seconded by Mildred Mason that Gordon Olson, Division Head, Mount Hood Community College, be asked to serve in this capacity. The motion carried.

When Chairman Petersen presented information and materials regarding the operating policies for our Division, there were some discrepancies found between the policies and the AVA By-Laws. The revisions will be presented at the business meeting on Tuesday. The AVA Board has accepted the policies, as revised, subject to approval of the changes by our Division.

Milferd Rosendahl reported that our Division had a membership of 899 as of November 10, 1970, as compared with 643 on the same date one year ago. Our membership as of June 30, 1970, was 1,088. A brochure has been developed to assist in membership activities; copies were distributed. Mrs. Rosendahl also reported on a survey to determine the extent of HOE divisions within state vocational associations. Of the 29 states replying to date, 13 had HOE divisions, 5 were in the process of developing divisions, and 11 indicated no division and no activity toward this goal.

Marian Thomas reported on the activities of the Resolutions and Program of Work Committee. Mildred Mason and Ellen Abbott were appointed to serve with Marian Thomas as an ad hoc subcommittee to draft possible resolutions, and Helen Powers was asked to serve as consultant to this subcommittee. Suggestions for resolutions were made in the areas of interdisciplinary activities, leadership development, and youth clubs. Resolutions were to be brought before the membership at the Saturday business meeting. Marian Thomas distributed a form which is being considered to evaluate the 1971 Program of Work.

Chairman Petersen briefly discussed budgetary matters and indicated he had been able to obtain an additional $560 from the AVA Board for operating expenses. Petersen announced that the spring meetings of the Policy Committee would be held in St. Louis on March 4, 5, and 6, 1971. Other activities were discussed.

The meeting was adjourned at 11:10 A.M.

PROFESSIONAL MEETINGS

GENERAL SESSION—DECEMBER 5

Theme: Analysis of Occupations and Tasks in the Health Occupations as a Basis for Evaluation and Career Mobility
Chairman: WILMA GILLESPIE
Hostess: SOPHIA METZLER
Recorder: MARIAN THOMAS
Topic I: Health Services Mobility Study—Career Ladders
Speaker: ELEANOR GILPATRICK, Director, Health Services Mobility Study

The health services field is an *industry* which delivers a product called health services. Many of its institutions may be nonprofit, but managements must still pay for inputs, including equipment and labor. Payments are received for services, and scarce resources must be allocated among alternative uses. Any policies for the attainment of socially desirable ends, such as improved care, equal access to care, and upward mobility for health workers, must take account of economic forces, if only to be able to utilize or circumvent their effects. For this reason, our approach is a systems approach. It rejects the position that upward mobility is achievable because it is *good*. It must be achieved because it *solves problems*.

We are developing a methodology and strategies which build on the fact that health institutions ***need*** to draw on existing employees in a sound, systems-based program of upward mobility if they are to deliver quality services and fill shortages at professional and skilled levels. Since upper-level occupations in health require academic training and are surrounded by credential barriers, career ladders in health must be accompanied by ***curriculum ladders***. We seek to minimize the training distances between steps in a career ladder by building on related, already-existing skill and knowledge requirements in lower-level jobs.

We identify the work activities of jobs as "tasks." Task identification makes it possible to restructure jobs so as to eliminate the duplication of lower-level activities by higher-level personnel and makes it possible to create intermediary jobs where none exist. Our method then ***identifies*** and ***rates*** the requirements of task performance with respect to ***learnable skills and knowledge***. This permits us to group tasks into a hierarchy according to similarities of skills and knowledge. The result is the creation of skill and knowledge task families. Job ladders can be built from these related tasks with minimum need for additional skill and knowledge training to move up the ladders. The identification of learnable skills and knowledge will be translated into a curriculum analysis and design methodology.

Our method is being empirically field-tested. It is learnable by persons who are not themselves health practitioners and is designed to be built into the manpower function of an institution. The definitions and scales are all usable in any context or industry, so ladders and lattices can be built across departments.

I would like to stress a specific point for this audience. Career ladders in health cannot be accomplished without major changes in educational institutions. Particularly those involved in "vocational education" must be willing to reject the concept of ***terminal*** programs in favor of the concept of ***continuous educational programs*** with ***exit points along the way***.

There can be no upward job mobility if the employed student must start all over again with an entire program of study designed for each separate title on a job ladder. Curricula must be creditable in higher-level programs. Common contents must be acknowledged, and lower-level programs must be designed to meet requirements which will be encountered later on.

Topic: UCLA Projects—Health Occupations Task Analysis and Evaluation

Speaker: ROBERT R. HENRICH, Senior Associate Director, Allied Health Professions Professions Research and Instruction Projects, UCLA

My presentation today will be a discussion of a curriculum development program based on task analysis with which I am involved through the Allied Health Professions Projects at UCLA.

The increase in manpower for the Allied Health Professions, and the necessary accompanying development of curricula are topics of great concern in the United States today. At least four factors came to mind in explanation of the initiation of our Project. The factors I should like to consider are the following:

1. The overall costliness of medical care in the United States today.
2. The acute shortage of health care personnel.
3. The method of delivery of health care services and the pending changes in that system or non-system, depending on your point of view.
4. The lack of adequate training for health personnel.

I should like to discuss somewhat in detail how these four points relate to the development of Allied Health curriculums.

The first reason for the interest in Allied Health manpower is the all-time high cost of medical care in the United States and the fact that, depending on whose statistics you use, somewhere between 60 and 70 percent of all medical costs are for personnel. One must conclude, therefore, that we should interest ourselves in the most efficient utilization of personnel. A few statistics, though not new, show a continuing trend.

These figures come from a Senate report of the 89th Congress and relate specifically to total medical service expenditures. In 1950, the United States spent 13 billion dollars on health care service. In 1960, we more than doubled that expenditure to 27 billion. By 1965, a period of 5 years, the figure was nearly double again, to 40 billion. So we can see that there has been a fantastic rise in the cost of medical care, and the public is becoming more and more aware that despite even higher costs, there are problems in health care.

The second point we are discussing is the shortage of manpower. Our experts tell us that we will need more and more people to provide adequate services. From the Senate report we mentioned earlier, we learn that we have a critical need for dental hygienists. We employed 15,000 dental hygienists in 1965, and our needs are estimated at 42,000 by 1975. The same increasing needs exist in other health areas. For example, in 1965 we employed 32,000 medical technologists; we will require 100,000 in 1975. And in yet another field, that of x-ray, we employed 70,000 technicians in 1965 and will need 100,000 by 1975. These are tremendous increases. Our experts in private enterprise and in government, including those involved in the management of health care systems, tell us that we will in the future be using more Allied Health professionals and fewer M.D.'s to deliver health care to the population. This is one of the major reasons for the call for greater numbers of Allied Health personnel. The report showed an increase of 50 percent in the Allied Health professions between 1950 and 1960, while the number of M.D.'s went up only 18 percent in direct ratio with the rise in population. We cannot, therefore, train enough physicians to meet the ever-increasing demands for health care and must depend for the future on Allied Health professionals.

Our third point is probably the most discussed question today relating to the health of the nation: the system (or nonsystem) of delivery of health care services to the population. Many experts have stated that within the next five years we will have a national health insurance program, and that private enterprise, the hospitals, and the physicians have failed to take leadership and therefore the government will probably fill the void.

In many small communities, particularly in the Midwest, we no longer have a physician in residence and therefore we do not provide basic medical care. We also have no control over duplication of services. The fault in this matter lies possibly with the boards of directors of the hospitals. We might have two cobalt units in the same community, each being used only 20 hours a week. And we have the problem of hospitals operating five days a week when they could be operating seven days a week.

Our fourth point is the lack of adequate training for health personnel.

After we recognize all the problems that I have mentioned and all the needs that seem to be forthcoming, is there something we can do about it? President Johnson's Commission on Health Manpower offered the following ideas: First, let's train to do the job. Let's experiment with classification and roles. Let's see if the shortage that is forecast is actually all shortage or partly a misallocation of personnel.

Early in 1968, the Office of Education invited proposals for research and development programs to stimulate the recruitment and training of manpower for the Allied Health occupations. A proposal submitted by the Division of Vocational Education, University of California, Los Angeles, was approved and funded for a four-year period. The grant of funds for the proposed program, totaling 1.5 million dollars, was authorized under provisions of the Vocational Education Act of 1963. The initiators of the proposal were Melvin L. Barlow, Director of the Division of Vocational Education and Professor of Education; Miles H. Anderson, Director of Clinical Instructor Training for the Allied Health Professions; and David Allen, Coordinator, Professional Resources Development Unit, Bureau of Industrial Education, California State Department of Education.

The grant has two major goals, the first being to develop innovative preservice and in-service curricula and educational materials based on task analysis for approximately 18 Allied Health professions up to the Associate of Arts degree. The second goal was to update these curricula and all other curricula that we discovered, and to become a center for the dissemination of such materials.

At this point, I should like to discuss our first goal. For each occupation selected, our staff, with the advice and guidance of a National Technical Advisory Committee and utilizing expert consultants as needed, will complete the following:

1. Identification and listing of all possible tasks (task inventory) within the functional area described. This was accomplished through survey of general literature; correspondence with occupational professional groups; and review of existing procedures, policy manuals, instructional materials and curricula, and existing task inventories, such as Christal's work at Lackland AFB and the Bartch studies. Task inventories have been developed for more than 12 occupations.
2. Verification of tasks—a process which might include a survey or field test to determine appropriateness of the task list to the occupational category under consideration.

The Project has gone out in the field in all our occupations to survey the tasks, to find out what people are actually doing on the job, and to enable us to design curricula based on what is being done. National Technical Advisory Committees are selected in each occupational area as the governing body for that area, and will have the right to reject some of the tasks found in the field if they feel that changing technology dictates change or that a task is inappropriate.

Our survey sample included 48 facilities in 6 metropolitan areas. The areas were

Boston, Chicago, Birmingham, Los Angeles, Seattle, and Denver. In each geographical area, facilities were chosen with rural and urban mix in a 200-mile radius. There were two hospitals of 200 beds or more, two hospitals with 100-200 beds, two hospitals with 100 beds or less, and two facilities for extended care.

3. Determination of the processes involved in performance of the task and determination of the knowledge and skills required for satisfactory accomplishment of each task.

Task analysis and interim reports have been published for seven occupations—pharmacy, purchasing, medical records, nursing, EEG, and dentistry. Quantitative data analysis includes what tasks are accomplished, who does them, how often, how difficult the tasks are, and if supervision is required. In the near future interim reports and task analysis will be available in social service, clinical laboratory, and inhalation therapy. Dietary, ward administration, and hospital engineering are presently in the survey phase.

4. Development of behavioral objectives (performance goals). These have generally been developed for all occupations where task inventories have been developed. Such a procedure is based on the theory that if we know the tasks we want the student to perform, we can state that he is to perform these tasks in an acceptable manner. The difficulty comes in determining what is acceptable. In some cases we have used expert committees to judge subjectively. The final limits will probably come, however, when the instructional materials are evaluated in field testing.

5. Development of curriculum, including consideration of the career ladder concept, continuing education, attainment of degree objectives, and transferability of credits earned.

6. Development of innovative instructional materials and instructor manuals in modular form leading eventually to core curricula and exemplary curricula for each occupational category.

Core curriculum has been postponed except for subcores until we find out what is happening in all occupational areas. Subcores have been developed in the dental field and in nursing.

Instructional modules have been developed in medical records, pharmacy, purchasing, dentistry, orthotics, clinical laboratory and nursing.

7. Testing instructional materials preceded by in-service teacher education. Testing has occurred in medical records, purchasing, clinical laboratories, and nursing.

8. Evaluation of student performance by measuring attainment of behavioral objectives.

9. Production of instructional materials.

10. Distribution of materials.

GENERAL SESSION—DECEMBER 6

Theme: Evaluation

Co-chairmen: DORIS SCHMIDT & ROBERT TOMLINSON
Hostess: BONNIE GLOVER
Recorder: ANNA PASSARELLO
Topic I: **The Structure and Purposes of Evaluation in Vocational and Technical Education**
Speaker: RUPERT N. EVANS, Professor, Vocational and Technical Education, University of Illinois

The goal of evaluation is to determine the worth of something. The role of evaluation depends on *what* something and *whose* standard of worth. Evaluation helps us to make wise decisions. If we know what decisions need to be made, we have clues as to *what* something needs evaluation and *whose* standards of worth should apply. For example, a decision will be made as to who gets licensed in a particular occupational field. What something will be evaluated? Will it be performance? On what? Whose standards of worth will apply?

In the first graduating class from an Associate Degree Nursing Program, three girls failed State Board Examinations. Decisions had to be made as to which students were to be admitted to that nursing program in the future and which should be failed or counseled out of the program after having been admitted. What something would be evaluated? (Is she likely to do well on State Board Examinations? Did she perform well on tasks similar to those called for in State Examinations?) Whose standards of worth were to apply, those of the State Board or of the lead instructor?

The President of the Community College noted that one-fourth of those students who apply are accepted, that one-half of training stations are empty at the start of the year, that half the students admitted flunked out, and that failures are in nursing courses rather than in general education. He noted further that all students are now passing State Board Examinations some 200 points above the cutting score. What decisions are to be made? What something will be evaluated? (High board scores? High program costs per student? High number of applicants rejected? High number washed out? Performance of the program administrator?) Whose standards of worth will apply? (Those of the program administrator? Those of the president? Those of rejected applicants and their parents?)

Obviously it makes a difference *what* decisions need to be made, *what* something will be evaluated, and *whose* standards of worth will be applied.

Robert Stake of the University of Illinois has identified two contrasting approaches to evaluation, "rationalism" and "empiricism." The rational approach is emphasized by many of the new generation of planners. It calls for planning in advance, moving from theory to hypothesis, and from program rationale to specific practice. Program planning and budgeting systems are an example of a "rational" approach. The empirical approach is used by most teachers. They act, observe, get experience, and assemble their experiences into generalizations.

The rational approach is internally consistent, but the focus is so sharp that ideas outside the field of view are ignored. The empirical approach also has difficulties—it is the route that may be taken by the lazy and the incompetent. Too often, we spend a lifetime getting experience and never place this experience into a structure which leads to generalizations.

The rational approach is favored by the Defense Department. They ask questions such as how to maximize the number of tons of bombs to be dropped on a jungle, but they may not have enough experience to know that bombing a jungle does not produce results. Too often the "rational" planner is not willing to listen to those who have experience. The empirical approach as used by teachers often means that when something desirable happens, you reward it. You choose immediate and long-term goals. You plan instruction for short-term goals, but when a chance occurrence shows the time is ripe *and* if the chance topic is in line with long-term goals, you pursue it. For example, if you are discussing geriatric care, describing the characteristics of old people, and a student asks about the morals of prolonging life for the incurably ill, you are faced with a decision. Should you reward the question and pursue it, or give a short answer and return to the lesson outline? It depends on your long-range goals. The rational approach usually would cut out the question, simply because it was not scheduled for discussion at that time.

We need both the empirical and rational approaches. The empirical approach works best when you don't know much about the thing being evaluated. The rational approach works best when you know a great deal about what is and is not important.

The Structure of Evaluation

A "rational" structure too often means that an outside organization sets standards (for example, the State Department or a professional association). The standards are specific (1800 clock hours of training; a score of 350 on a specified test; 6 years of occupational experience for all teachers). The school must meet standards, or there is a penalty (loss of funds, loss of accreditation). Students are logically related to performance (1800 hours of training produces better results than 1200 hours plus 400 hours of general education).

Under the empirical approach, the training agency, employers, and the community set tentative standards, with an agreement that standards will be changed in the future. Standards are specific in terms of performance, but flexible with regard to method and timing. Penalties are minimal and are tied to failure to perform rather than to hours of training, etc. Rewards (praise, added funds, etc.) are substantial, and are tied to excellent performance.

In the early stages, standards are determined empirically (if it works, continue it), rather than determined by logic (it ought to work because it is in agreement with theory). Later, as theory gets better, logic can replace empiricism.

Agencies for Evaluation

Professional associations worry about professionals, not about outsiders. Insiders control things like grandfather (and grandmother) clauses, and emphasis is on raising standards to keep outsiders out. State certification agencies are arms of professional associations.

Powerful evaluation agencies of the future will not worry so much about insiders but will worry more about outsiders and clients. When unions are pressured to accept apprentices who "don't meet standards," plumbers say sincerely, "but if we take substandard apprentices, the health of the nation will suffer." However, if one-half or three-fourths of the training stations in a health occupations program are vacant, doesn't this effect the health of the nation, too?

State advisory councils look at health manpower shortages and at the slow growth of health occupations program graduation lists and wonder why. They look at health occupations education programs that give no credit for previous training and experience in related fields and wonder why. They look at programs which give credit by examination but find that no one has ever passed a challenge exam, and they wonder why. Student groups and client groups will be asking similar questions in the future.

Structure for Evaluation in the Future

Evaluation will require inside *and* outside evaluation, rational evaluation *and* empirical evaluation. The evaluation structure needs help from subject matter experts who can suggest ways of determining the worth of each thing we are doing. It needs help in choosing what things should be evaluated first. It needs help in deciding whose standards of worth are to apply. It does not need help in deciding if evaluation will be done. That is decided; it will be done. It does not need help in deciding if outsiders will help with evaluation. That is already decided, and outsiders *will* participate. The only question for us is, Who are we preparing to help insure that evaluation will be fair and will result in improved delivery of health services?

Topic II: Problems and Approaches in Student Evaluation

Speaker: MARY ELIZABETH MILLIKEN, Associate Professor, Department of Vocational and Technical Education, Marshall University

(Copies of an expanded treatment of this topic will be available from the Department of Vocational-Technical Education, Marshall University. Requests should specify Monograph #2 in addition to above title.)

The pervasiveness of evaluation is matched by its ambiguities, which possibly indicates the complexity of the evaluative process. This complexity is at last beginning to yield to division into workable components, as highly competent people address themselves to the problem. We now are seeing the emergence of systematic approaches—some highly sophisticated—to the identification of specific behavioral changes, to quantification in the measurement of such changes, and to clarification of the roles and purposes of evaluation at various levels of the educational and administrative structures. These advances provide a solid foundation for next steps in establishing precise procedures for evaluation at the instructional level.

Unfortunately, the probability that there will be any real impact on evaluation in the classroom remains low. Before students can benefit from the advantages of precise evaluation procedures, facilitating conditions and know-how must filter down to the instructional level. Classrooms, laboratories, shops, work stations—all learning settings, if you will—must be characterized by systematic evaluation procedures which are highly objective and which measure learning outcomes in terms of change in the learner's behavior potential rather than in terms of course content which has been covered. This must become the commonplace, the expected condition in any instructional setting, rather than the exception.

It is the purpose of this presentation to present some possible approaches to bringing about these facilitating conditions by dealing with existing obstacles and by refining present evaluation procedures at the instructional level. The overriding question is, How can we bring about a condition in which every student enrolled in an educational program will receive honest, highly objective assessments of his learning progress at regular intervals, with this assessment provided to the student in terms of informational feedback which will assist him in directing his learning effort?

The following have been identified as existing obstacles to widespread usage of refined evaluation procedures at the classroom level:

1. Confusion regarding the purpose of evaluation of students
2. Limitations in teacher-competence for designing precise measurement tools and systematic procedures
3. Restrictive administrative factors
4. Lack of clear differentiation between evaluative data with implications for programs, teacher performance, student performance, the school. setting, and the work setting.

Each of these problems is amendable through the provisions of in-service activities and consultative assistance, and through administrative commitment to providing that over-all condition which would facilitate refinement of evaluation procedures at the classroom level.

The following propositions are offered as approaches needed for taking full advantage of currently available techniques for evaluation of student performance.

1. The purpose of evaluation of students needs clarification; until and unless such clarification occurs at the instructional level evaluation of students is likely to be dysfunctional.

2. Educational administrators must provide facilitating conditions for planning and developing the procedures for classroom assessment of learning.

3. Educational personnel must clearly differentiate among those kinds of evalua-

tive data with implications for the school setting, the program or course of instruction, the teacher's performance, the work setting, and the student's performance.

4. Classroom evaluation procedures must be radically modified to bring them in line with the current state of the art of evaluation.

Topic III: Quantifying Occupation Information for Program and Curriculum Evaluation

Speaker: RAYMOND CHRISTAL, Occupational and Career Development Branch, Personnel Division (AFHRL), Lackland Air Force Base

Two important questions concerning a vocational and technical education program are how to teach and what to teach. In recent years there has been a great deal of research with respect to the first question, leading to innovations such as programmed learning textbooks, self-paced and individualized instructional programs, teaching machines, improved video and audio teaching aids, facilities for increased "hands on" experience, and computer-controlled learning centers. There has been considerably less research with respect to the second question, which logic dictates should receive first priority.

It is particularly important in the area of vocational and technical education to orient training toward the work tasks and jobs which students are likely to encounter after graduation. Unfortunately, there is insufficient information available on which to judge the probability that a graduate will need a particular skill. Data collected by job analysts do not serve this purpose. Costs prohibit analysts from studying more than a small sample of jobs in an occupational domain, and no two analysts will describe a job in exactly the same terms, making it impossible to quantify the information they collect.

For the past 12 years, the Personnel Division of the Air Force Human Resources Laboratory has conducted research on new methods for collecting and quantifying occupational data. As part of this project, information has been collected describing 150,000 jobs at the work-task level. Although these data are used for many purposes, one of the large pay-off areas has been in curriculum evaluation.

Millions of dollars have been saved by cutting "deadwood" out of courses—that is, training in skills which students are highly unlikely to need in the job setting. In other instances, blocks of training have been moved from entry-level to advanced courses, in order to provide skills at the point in time when they are required. Again, it has been found necessary in some instances to split general courses into several shorter and more specific courses in order to provide each individual with only those skills he will need.

Obviously no program can train students in every task in an occupational domain. Therefore some method is required to select that subset of tasks which will yield the highest pay-off value. A method for task selection is described which involves giving consideration to such factors as the probability that the task will be encountered at various points in time after graduation; the perishability of the skill; the cost-effectiveness of teaching the skill in a formal classroom setting versus teaching it in the job setting; the frequency of inadequate performance; the consequence of inadequate performance; the probability that the skill will be needed in an emergency situation; transferability of the skill; and trainability of the skill. A mathematical model is described for combining data on such factors into a composite reflecting the importance of including training in a skill as a curriculum element. Some attention is given to other methodologies developed within military settings which may have value for those associated with vocational and technical education programs.

Topic IV: Evaluation and Accreditation of Community Colleges Offering Occupational Education Programs

Speaker: Elizabeth E. Kerr, Director, Program in Health Occupations Education, University of Iowa

Definitions

A. *Occupational education programs:* a sequence of educational and skill development experiences designed to prepare an individual for entry, promotion, or updating in a specific occupation or cluster of occupations, of less than professional level, in the fields of business, trade and industry, health, home economics, agriculture, and other special areas. These programs are normally two years or less in duration and lead to an associate degree or certificate and to immediate employment.

B. *Types of institutions which offer occupational education programs are:* (a) senior colleges, (b) two-year comprehensive community colleges, (c) two-year technical institutes, (d) non-degree occupational-vocational centers, (e) high school occupational education centers, (f) comprehensive high schools, (g) technical high schools, and (h) trade high schools.

C. *Institutional accreditation:* a judgment on institutional quality based on an evaluation of the *total* institution, including appropriate attention to the component areas of programs including occupational education.

The number and variety of occupational education programs and institutions offering them is steadily increasing. The development and maintenance of quality in this area of educational effort is the concern of numerous individuals and agencies, including the six regional accreditation associations which make up the Federation of Regional Accrediting Commissions:

1. Middle States Association of Colleges and Secondary Schools
2. New England Association of Colleges and Secondary Schools
3. North Central Association of Colleges and Secondary Schools
4. Northwest Association of Secondary and Higher Schools
5. Southern Association of Colleges and Schools
6. Western Association of Schools and Colleges

These six regional accrediting associations and their constituent commissions are concerned with the quality of the *total* efforts of an educational institution to achieve its avowed purposes. Each commission, while defining its purview through general eligibility requirements, assists and considers for membership institutions possessing a diversity of characteristics and purposes. This means that institutional quality will not always be defined in the same terms, but must be defined in terms of the *purposes* the institution purports to serve. From this it follows that the offerings in two institutions may be quite different even though both institutions have been adjudged to be of high quality and are, therefore, accredited. The policies, procedures, and evaluative framework of each commission are intended to provide sufficient flexibility to allow for the diversity of types of institutions within the commission's purview.

While established general procedures and expectations provide the basic framework for accrediting activity by the commission, appropriate interpretations are necessary as they relate to the purposes of individual institutions. Such interpretations are facilitated through direct contacts the institution has with the commission and its staff, consultants, and examiners. All the commissions provide such assistance.

Through this consultative activity, institutions offering occupational education are assisted in appropriately applying the general expectations enunciated by each commission. In the self-study process which precedes any on-site examination for accreditation, institutions offering occupational education are normally encouraged to include in their analysis consideration of such special characteristics as: the use of advisory committees; specialized faculty characteristics; relations with unions, industries, businesses, and other employers; and follow-up of graduates. Similar analyses and interpretations of general commission expectations are also emphasized during the on-site visit made by a team of examiners.

Decisions of the regional accreditation associations and their constituent commissions are of two general types. One area of decision-making involves the establishment of the procedures and evaluative framework within which the commissions carry on their accrediting activity. The other category of decisions relates to approving an institution for accreditation or membership in an association.

Since it is the intent of each commission to establish procedures and an evaluative framework which can be applied in a generally consistent manner to any type of institution within the commission's purview, it is important that an appropriate diversity of institutional viewpoints be represented on the commission decision-making bodies—individuals assumed to possess appropriate knowledge regarding occupational education.

Decisions made by all the commissions regarding accreditation of an institution involve the recommendations of a visiting committee in addition to consideration of the examination report by the established decision-making bodies of each commission and association. Some commissions also utilize special committees which review the examination report and team recommendations prior to consideration of the case by the commission. These reviewing committees, where established, are composed of individuals who are assumed by the commission to possess expertise appropriate to the institutional cases being considered.

The on-site examination is normally the primary basis for the accreditation decision. Therefore, the examining team is usually the most important element in the decision-making process leading to accreditation. Each commission establishes examining teams whose composition is intended to provide appropriate coverage for the significant programs and operations of the institution being visited.

Since my experience has been with the North Central Association of Colleges and Secondary Schools, my further remarks will reflect the evaluative framework within which this regional accrediting body functions in the evaluation of institutions offering occupational education.

The ***Statement of Principles*** of the North Central Association, in its work with institutions offering occupational education, directs attention to those areas which are deemed important in the assessment of quality in such institutions, and suggests some of the questions that should be asked about the several aspects of an institution's work. ***It is a guide—not a manual*** which sets forth the standards to be employed in assessing the quality of an institution. The ***Statement of Principles*** is designed to assist (a) institutions offering occupational education in their continuing efforts to carry on self-evaluation, (b) consultants serving such institutions, and (c) examiners assessing the quality of such institutions. ***It does not provide answers, but it does offer a basis for formulating judgments and for drawing conclusions about institutional quality.*** It recognizes that there is no substitute for sound judgment made by qualified persons.

The organizing device for the ***Statement of Principles*** is the following set of seven basic questions:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well-organized for carrying out its educational task?

4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster good instruction?
6. Are the institution's policies and practices such as to maximize student achievement?
7. Is student achievement consistent with the purposes of the institution?

GENERAL SESSION—DECEMBER 7

Theme: Report and Findings from the Health Occupations Education Field—Forum and Discussion

Chairman: Joan E. Stoddard
Hostess: Dorris Dacus
Recorder: Sandra Noall
Topic I: Guidelines for Going Up: The AHA Approach to Career Mobility
Speaker: Roberta Schaefer, Staff Associate, Division of Health Education, American Hospital Association

For the past several months, the American Hospital Association has been involved in the development of a set of materials designed to enlarge the opportunities for the upward mobility of employees of health care institutions within a broad variety of occupational categories. Included in these materials is a statement of rationale which defines the reasons why a health care institution should be interested in developing a career mobility program for its employees. It stresses the fact that such programs can help to meet the needs of employers who are faced with manpower shortages in skilled positions and with high rates of employee turnover. It further notes that health care institutions are currently involved in educational programs and a broad variety of personnel practices designed to provide attractive working conditions and to encourage job advancement. Career mobility programs require a more efficient utilization of resources and increased combination of accepted practices into a coordinated program.

The second part of the materials is a set of guidelines which outlines the essential elements to be considered in the planning and implementation of career mobility programs. The guidelines begin with an analysis of the institutional need for such programs. For example, the institution must define the particular area of manpower shortage. The guidelines continue with a description of the steps for developing occupational ladders and educational programs; they call for collaboration and coordination with educational institutions wherever possible. Administrative and financial arrangements are also considered. Procedures for selection of participants for evaluation of the program are discussed.

The final part of the materials consists of a catalog of current career mobility programs. The purpose of such a catalog is to illustrate the guidelines and highlight the infinite variations among project efforts.

Topic II: Developments in Health Occupations Education
Speaker: Helen K. Powers, Program Officer, Secondary and Postsecondary and Health Occupations, U.S. Office of Education

(The following section is a summary of the remarks presented by Miss Powers.)

Health Occupations Education, familiarly designed as HOE by many in this audience, is one of several program areas operated as an integral part of Vocational and Technical Education, U.S. Office of Education. Administered within the public education system nationally, HOE derives its financial support from public education monies provided from local and state tax revenues and supplemented by appropriations authorized under federal vocational education acts.

Although federal legislation for vocational and technical education does not specify support for any particular occupational fields (the Vocational Education Amendments of 1968 actually deleted ear-marked funds for occupational areas), nevertheless, Congress made clear its intent under the Acts that authority was given to serve needs for training in the health occupations. Under Part B of VEA '68, funds are authorized to extend and improve occupational preparation for any bona fide occupation requiring education and training up to, but not including, the baccalaureate level. It is specified under Part C (Research and Training in Vocational Education) that problems to be researched include those concerned with careers in "mental and physical health." Again, under Part I of VEA '68, one of the purposes cited is development of curriculum for health occupations programs. There is no question that vocational education legislation is expected by the Congress to serve an important role in the education and training of health personnel.

Changing emphases in vocational and technical education's program, as it relates to personnel for the health field, reflect the degree to which state and local education agencies have responded to new directions in health and medical services. As the nation increasingly supports the premise that health care is the right of all—not just the privilege of those who can pay for it—new institutions with new types of health workers are evolving. Expanding needs for technically competent workers create new demands on the educational system. In addition, continuing education for all health personnel is essential to maintain the higher levels of competency required in the delivery of health care today.

In the fiscal year 1969, public vocational and technical education provided new types of educational programs and greatly expanded existing programs. A total of 176,344 youth and adults received HOE training that ranged from short entry-level training for a job to extensive preparation that launched them on a health career of their choice. An increase of 24.2 percent over 1968 enrollments was reported by the states. Postsecondary health enrollments increased by 42.3 percent. Over the five-year period, 1964-1969, program growth has been phenomenal, with an enrollment increase of 198 percent.

States continued to increase their share of matching funds used to support programs. Vocational education expenditures for health occupations education totaled $60,840,000 in fy 1969 as contrasted with $12,456,738 in 1964. Of the 1969 totals, $13,106,000 was federal and the balance, 78 percent, comprised the state and local matching funds. The federal share has decreased from approximately one-third in 1964 to less than one-fourth in 1969.

Health occupations curriculums for high school youth are experiencing significant changes as a result of several experimental programs. Ohio, Georgia, and Wisconsin reported earlier on use of a basic "health occupations core" that provided entry-level job training and broad exploration of health careers. A curriculum project, funded with monies transferred to the DVTE from the U.S. Public Health Service, developed guidelines for such programs under public vocational education.

In addition to "core" programs described above, other secondary programs organized as cooperative education offerings and those providing single-purpose curriculums, such as practical nursing and dental assisting, showed some slight increase. Health careers programs, prevocational in nature, were reported increasingly in both junior and senior high school.

Enrollments in postsecondary HOE programs nearly doubled from 1967 to 1969. In fy 1969, the 91,922 postsecondary enrollees accounted for 42.3% of all HOE students reported under vocational and technical education. The rapid growth of community colleges, technical institutes, and area schools in general contributed to this significant increase.

Employed health workers seeking upgrading or updating of skills were enrolled in vocational health classes in every state. A total of 56,603 adults were served in 1969, comprising 7.1 percent of the total health enrollment. A number of states conducted special programs for licensed practical nurses who had been licensed, usually without basic training, under a waiver clause. The special curriculum was designed to remove the waiver and thus give the employee appropriate credentials for employment as a fully qualified LPN.

Persons requiring special types of instructional programs because of being handicapped or disadvantaged are finding new job opportunities through the vocational health program. The number of such persons reported by the states as served in 1969 was more than double that in 1967 and 30.7 percent more than in 1968.

Teacher education and state standards for certification of health occupations teachers received considerable emphasis in most states. The number of teachers in the health programs has grown rapidly—a total of 8,876 teachers were employed in programs in 1969. A major proportion were in postsecondary programs, with the greater number employed in community college programs. Over 60 percent were full-time in health occupations curriculums. Forty-six universities and colleges enrolled 2,318 students in teacher education programs. Of these, 931 completed requirements for certification. There were 1,380 schools employing HOE teachers in preparatory programs and 791 schools using teachers for supplemental training for health personnel.

Program supervision in states was provided by a total of 86 state officials, a group comprising 66 full-time health occupations education supervisors and 20 part-time supervisors, with eight vacancies reported. In all states, these supervisory personnel were assigned broad responsibilities in vocational and technical education, ranging from a comprehensive leadership role in health occupations education to responsibility for two or more program areas while serving as the major focus for the health area.

Pre-planning for a National Conference on Health Occupations Education was undertaken by the headquarters office. The National Conference sponsored by the Division of Vocational and Technical Education and conducted by the University of Illinois was held in February 1970. Participants included vocational educators, members of the health industry, and representatives from all organized health professions.

The University of Iowa submitted a project application and was selected to conduct a teacher education institute in August 1969. This unique plan for such an institute involved teacher educators, teachers, employers of teachers, and others who have a vital concern for the quality of instruction in health curriculums.

Special-problems states developed innovative approaches to the vocational needs of their citizens by working closely with the health services field. Much evidence of this cooperation can be cited.

A major problem in the health field is the lack of communication and cooperation among the many fragmented occupational and health interest groups. This problem was dealt with, to some extent, during 1969 but requires continuing analysis and experimentation toward the end that people desiring health careers can be served more effectively.

Recruitment of health personnel and of students into health occupations programs presents special problems also. In an effort to provide more effective career guidance for youth interested in exploring opportunities in the health field, secondary schools and health leaders at the local level have worked with vocational educators in planning appropriate courses for students in the tenth, eleventh, and twelfth grades. Student financial aid, like program funds, is inadequate in view of the enormous task that needs to be done. Student loan funds under the National Vocational Student Insurance Program provided the major source of student aid for those who needed assistance while enrolled in health occupations programs.

Secondary school programs were impeded primarily by the problems inherent in employing faculty for new and experimental programs. What should be their qualifications? Should they be given tenure? What would be their functions?

Needed are curriculum guides for new and emerging occupations, guides covering the transition from health agency-based to school-based programs, and guidelines for curriculums that assist workers in their progression from entry level through various steps or levels in their career field.

Program Plans, Priorities and Objectives

A general over-all increase in the total health occupations education program with special emphasis on areas other than nursing was set as an objective in 1969. Teacher education, curriculum development, and research into problems relating to the foregoing were identified as among the areas to be given priority consideration in the next fiscal year.

VTE's Goals for 1970

Vocational and technical education has committed itself to undertake a number of activities this year in its efforts to help increase the health manpower pool. An effective instrument for increasing health manpower output and, at the same time, improving quality in programs is the availability of appropriate materials such as program guides, handbooks for administrators, and instructional materials. In accord with the need for such guides, the Division of Vocational and Technical Education has contracted for the development of three guides serving areas that were identified in the states as critically in need of such documents.

A second goal of our Division that relates to health manpower is concerned with improved cooperation between states. While it is unconstitutional for states to enter into compacts, except as Congress authorizes such official action, much can be accomplished through cooperation and coordination of efforts.

A third goal is an outcome and a follow-up of the National Conference on Health Occupations Education held in New Orleans in February of this year. For those who did not attend this activity, let me briefly describe the purpose and the type of conference planned. Under contract with the University of Illinois, the USOE sponsored a three-day conference to explore the problems of coordination and cooperation among various components of the two major contributors to HOE—public education and the health field. Some valuable results have been reported from numerous states.

One conference outcome—a requirement in the contract—is the development of a handbook for use by state and local school administrators, among others. In its second draft, the handbook should be ready for printing early in 1971. A series of workshops or institutes, each involving three or four HEW regions, are tentatively scheduled for April 1971. Presumably, a national conference will be needed again in 1972 to continue the cooperative endeavor initiated in 1970.

The public education system has demonstrated its capability in administering a broad and comprehensive program for people seeking health careers at less than the baccalaureate level. There is every indication that the decade of the 70's will see greatly expanded program offerings in health occupations education; a tripling of current enrollments in programs supported with public education monies; curriculum offerings for students ranging from junior high school through the two-year post-high school levels; the necessary flexibility in programs to foster career mobility in accord with each person's motivation and potential; and a responsiveness in all areas to changing needs in the health field.

Topic III: Changes in Health Occupations Regulations and Educational Programs

Speaker: Ellen M. Abbott, Coordinator, Health Occupations Education, Grossmont School District, California

In many ways the changes taking place in health occupations regulations and educational programs are merely one manifestation of changes which are taking place throughout the culture: the increasing mobility of the population, hence its increasing heterogeneity; the increased pragmatism of economic, cultural, and political values, hence the decreasing prejudice resulting from racial, religious, and sexual differences.

A person who enjoys comfortable and special benefits in the status quo is not hospitable to changes that may threaten these privileges. It is much easier for him to accept technologic changes, which most of us equate with "progress" and which require only superficial changes in individual behavior. Many nurses fall into this pattern of response to change. They have been less willing to upset traditional relationships. In a tradition-oriented profession, relationships to authority within the profession constitute one of the most traditional aspects.

Signed by the President recently was a five-year extension of the allied health training law. Ceilings moved from $79.3 million for fiscal 1971 to $158.8 million for fiscal 1975 with a five-year total for $592 million. The authorization covers construction, curriculum improvement, advanced traineeships, development of new training methods, and—the new wrinkle—scholarship grants, work-study programs, and student loans, starting at $9.5 million and rising to $36 million in 1975. Appropriations for fiscal 1971 have also passed. Our California legislators see recent federal health care laws as mandates that a democratic society must be open to everyone and all avenues of upward mobility opened. Educational opportunities must be more widely available, more easily accessible, and more acceptable and relevant than at present. Also, the delivery system must be structured in terms of the human needs of those being serviced, but with built-in provisions for dignity, satisfaction, and economic regards for all participants; customer-oriented health maintenance is needed, and that requires management and teamwork.

Clearly the federal legislative sequence has represented a deliberate decision on the part of the Congress to maintain the voluntary, pluralistic approach to health care by building on the strength of our existing systems and by providing mechanisms to extend it to include the needs of all people. This legislation signaled the start of a process to dismantle and restructure the physical and financial apparatus that has required the indigent to receive their health care in a manner different from those able to purchase their own health services.

What's particularly notable is that few, if any, informed observers believe N.H.I. isn't coming. National Health Insurance originally was labeled socialized medicine but now is being referred to as social medicine. Also involved is a method to encourage the development of services, including innovations or expansions of institutions and manpower.

The something old and familiar which has died is the luxury of operating our programs in splendid isolation from the needs of society. The focus is upon career ladders, career lattices, and new careers; conflict and confusion has resulted from the introduction of such titles as "physician assistants," "pediatric nurse practitioners," and the national certification of "inhalation therapy technicians." California has passed laws creating new medical laboratory positions to take the general medical technologist position that we now know.

Under regulations expected to be published at the end of 1970, Medicare would recognize all levels of performance including on-the-job training as part of technician training, although there would be some limitations on types of tasks trainees may do and types of judgments they may make. California has already passed laws to be ready for these provisions.

California legislation has been directed at many specific problem areas. The mandated credit for experience for LVN's toward the RN is a prime example. In the next session changes will come in personnel licensure at all levels. "The proliferation of rigid licensures is hampering the effective delivery of health care. It creates fiefs within the institution," stated one legislator in an interview last week. "Licensure," he said, "produces a philosophy of credentialism that tends to hold the person in the slot for which he is licensed or accredited, not by the user of his services but by a group with an understandable but vested interest." He stated that legislators are "increasingly hearing cries to have the institution, the hospital if you will, be the warrantor of all the personnel functioning with the organization."

Also there is cause for concern about an educational system—such as for the registered nurse—expensive to society, with a 35 percent attrition rate, which produces graduates, almost a third of whom do not practice, particularly in the face of critical shortages. The California legislators and society elsewhere are going to find a way to provide personnel to staff the critically needed health care services. They have other questions too. Does the elaborate structure developed for licensure actually accomplish its stated goal of protecting the public from unsafe practice of nursing? Of medicine? Before this is answered too quickly in the negative, should there be a more effective substitute? California has twice in the past two years had a bill did that does away with life credentialing—for nurses, doctors, teachers. Assemblymen Brown and Duffy are both concerned about making continuing education a requirement for license renewal for health workers. The bill will be reintroduced this legislative session and has a greater chance to pass this time.

I would issue only one clarion call, and that is that every person—not only LVN's and non-degree RN's—but every allied health worker at any level be permitted to become as educated as she or he wishes to become, but that upward mobility education, while permissible, not be made mandatory. The LVN as she is today and the diploma RN working in hospital staff positions are valuable practitioners without whom many of our institutions would close. They are practitioners, competent as they stand. Let's not make it essential that they *must* move to some other level, that they are remiss, that they are lacking if they do not. Let's make it equally as possible for them to become more efficient in their present positions with continuing education as it would be for them to move up.

LUNCHEON—DECEMBER 8

Chairman: MILDRED A. MASON
Hostess: YVONNE BENDER
Recorder: RUTH-ELLEN OSTLER
Topic: Changes and Needs in the Health Occupations Field
Speaker: DOUGLAS A. FENDERSON, Chief, Health Services Manpower, Special R & D Projects Division, PHS, HSMHA, DHEW

(The following section represents a summary of the remarks presented by Dr. Fenderson).

"American Medicine and the Inevitables of Its Future" (Darley, Ward, *JAMA*, 1963, 178-179) is the title of a brief prophetic statement about changes in the organization and delivery of health care published in 1963. These "inevitables" include the following: increasing knowledge, specialization, demand costs, personnel shortages, communications technology, and institutionalization of delivery of care. As these changes are taking place, health occupations educators need to adapt their programs to accommodate the rapid pace of change.

Unequal access to health care and sharply rising costs stimulate greater emphasis on primary and preventive ambulatory medical care. Several current legislative proposals are intended to close the gap in access to adequate medical care. Recent legislation requires a systems analysis of alternative means of delivering medical care to all. The report of this study due in Congress in the form of draft legislation by September 1, 1971, will specify the population, services, and costs associated with each alternative. In addition, PL 91-519 requires that each of the several proposals for improved National Health Insurance or entitlement be subjected to a similar type of analysis, and be reported to Congress before March 31, 1971. These requirements are indicators of the changes in health care delivery predicted by Darley.

Already the medical community is evidencing heightened interest in group practice arrangements. From 1959 to 1970 the number of medical groups increased from 1,546 to 6,371. The respective numbers of physicians so employed changed from 13,000 to over 40,000 in the same period, and a prominent health economist predicts a continued shift in this direction supported by increased use of allied health personnel to deliver the health care services. Thus, the trend toward increasing institutionalization of medical care is in evidence.

Recent legal decisions also re-enforce this trend. One decision holds that "customary practice" in a geographic area is not a valid reason for failure to employ the best available medical techniques and knowledge; and in another, a hospital was held liable for damages caused by its faulty "practice" of medical care. Discussions such as these create pressures for improvements in the organization and delivery of health care.

The health industry lags behind its commercial counterparts in personnel organization and utilization by a decade or more. The frequently punishing environment of hospital employment tends to encourage stereotyped and ritualistic work behaviors. The high turnover rates in many hospitals also tend to confirm this observation.

Unnecessary rigidity and artificial barriers to flexible utilization and career development as well as the lack of job relatedness of many education and training programs have prompted some speculation that the new organizational arrangements may elect to establish their own technician training programs.

The adaptive flexibility required with the coming of the "inevitables" demands the use of performance evaluation studies in place of pedagogical arguments about the impact of one curriculum on class of personnel versus another. Vocational-technical education, with its rich heritage of preparing your people realistically for a place in the nation's work force, provides unique opportunity to contribute to the health of the American people through its adaptability to the "inevitables."

BUSINESS MEETINGS

December 5,
Presiding: Dale F. Petersen
Recorder: Lewis Holloway

Prior to calling this meeting to order, Chairman Dale Petersen described the development of the Health Occupations Education Division. He also introduced the Policy Committee members and the HOE members of AVA Committees.

Chairman Petersen called the meeting to order at 4:15 P.M. in the Iberville Room of the Monteleone Hotel, New Orleans, Louisiana. Minutes of the December 4, 1970, Policy Committee meeting were read.

The terms of two policy committee members which are to expire this December were discussed. Elections for these positions will be held at the Tuesday business meeting. It was stated that at the Tuesday meeting it will also be necessary to act upon proposed revisions of the HOE Division Policies. Robert M. Tomlinson described these changes.

Dwight Marshall reported on the activities of the Armed Forces Committee. Although it was reported that this has not been an active group, the great need for action was discussed. This includes the needs of personnel entering the military services as well as of those being discharged. A spirited discussion followed, including reports on some very positive activities presented by Ralph Kuhli and Bill Sands.

The ad hoc subcommittee to prepare resolutions submitted three resolutions to the HOE Division. It was agreed that a proposed resolution dealing with the desirability of a higher minimum level budget for AVA Divisions and one on an AVA-sponsored national HOE conference be directed to our Division chairman for possible action directly with the AVA Board.

A third resolution was presented having to do with the need to establish priorities for leadership development in new and emerging vocational-technical areas. Discussion followed on the proposed resolution, and the group expressed their agreement with the basic idea of the resolution but suggested revisions in the wording. It was moved by Marian Thomas and seconded by Mildred Mason that the resolution be adopted in intent, with the subcommittee being directed to reword it as is appropriate following the discussion by the Division members. The motion carried.

The Meeting was adjourned at 5:20 P.M.

December 8

Presiding: DALE F. PETERSEN
Recorder: LEWIS D. HOLLOWAY

The meeting was called to order by Chairman Petersen at 9:15 A.M. in the Iberville Room of the Monteleone Hotel, New Orleans, Louisiana. Minutes of the December 5th, 1970, meeting were accepted as read.

Chairman Petersen remarked briefly on his annual report to the AVA Board and provided copies to those who had not previously received them.

Milferd Rosendahl reported that the Membership Committee now has a "recruitment" brochure available for distribution. She also reported on a survey of state HOE Divisions now being conducted.

The activities of the AMERICAN VOCATIONAL JOURNAL Editorial Board were reported by Elizabeth Gurney. It was indicated that the JOURNAL would have a theme for each issue and that few articles on HOE have been available.

Marian Thomas, the HOE representative on the Resolutions and Program of Work Committee, reported that the program on evaluation for the 1971 Convention had been developed and that they were hard at work on the program of work for 1972. She said that approximately 20 resolutions were being submitted to the delegate assembly and that the ones submitted by the HOE Division had been grouped together with others.

The goals of the Publications Committee were described by Jean Kintgen; she administered a questionnaire to obtain suggestions from the members in attendance.

Although there is no Newsletter Committee, Bill Sands was asked to speak on this topic. He suggested that a copy of the state newsletter be sent to Ralph Kuhli at AMA and that a Division newsletter be developed.

Frances McCann indicated that the purpose of the Advisory Committee was to provide an additional feedback line between the Divisions and the AVA Board. She asked the following five questions; they were discussed, and the action taken is shown below:

1. Is there a need for institutional membership within AVA? Although the group agreed they had inadequate data, the responses were primarily negative at this time.
2. Should the AVA remain a confederation of affiliated organizations or become an independent national organization?
3. Should the AVA retain its present organizational structure of Divisions and Departments? Questions 2 and 3 should be examined by an in-depth study seeking to find the most effective operational plan.
4. What restraints restrict and inhibit vocational education at the local level? The topic was considered too big to discuss.
5. What should be the function and role of AVA? It should continue support for legislation, but in addition should increase service-type activities to members.

Doris Schmidt reported on the purposes of the International Education Committee and described a survey they were conducting.

The Public Information Committee has not been active, but Jean Clawson, the HOE representative, asked members to please contact and assist her as is appropriate.

Sue Alder reported on the role and activities of the Awards Committee.

The activities of the Constitution Committee were described by Jack Hatfield. They will be reviewing the Bylaws during the coming year.

Mary Gibbs addressed the group regarding the Consumer Education Project on which she is working. They are attempting to contact anyone who is teaching in this area.

Robert M. Tomlinson was asked to present the proposed revisions to the HOE Division Operating Policies. Copies of the Operating Policies were made available to the members in attendance. (The reader is referred to the policies and the revisions for specifics related to the following motions.)

Suggested Change 1 - Article IV, Section B.
Term of Office - Vice President
Adoption moved by Robert M. Tomlinson; seconded by Ellen Abbott.
Motion carried.

Suggested Change 2 - Article IV, Section D.
Election of Vice-President for HOE Division
Adoption moved by Robert M. Tomlinson; seconded by Wilma Gillespie.
Motion carried.

Suggested Change 3 - Article V, Section B.
Quorum for Policy Committee.
Adoption moved by Robert M. Tomlinson; seconded by Doris Schmidt.
Motion carried.

Suggested Change 4 - Article V, Section D.
Selection of members-at-large.
Adoption moved by Robert M. Tomlinson; seconded by Ellen Abbott.
Motion carried.

Suggested Change 5 - Article V, Section E.
Officers of HOE Division and Policy Committee.
Adoption moved by Robert M. Tomlinson; seconded by Ruth-Ellen Ostler.
Motion carried.

Suggested Change 6 - Article VI, Section B.
Divisional Committees.
Adoption moved by Robert M. Tomlinson; seconded by Elizabeth Gurney.
Motion carried.

Suggested Change 7 - Article VI, Section G.
Effective dates of committee appointments.
Adoption moved by Robert M. Tomlinson; seconded by Wilma Gillespie.
Motion carried.

Suggested Change 8 - Article VIII.
Budget.
Adoption moved by Robert M. Tomlinson; seconded by Ellen Abbott.
Motion carried.

Chairman Petersen stated that the Policy Committee terms of Robert M. Tomlinson, Research and Evaluation, and A. Louise Harding, Secondary Education, were to expire December 31, 1970, and nominations would be in order.

Secondary

Mildred Mason nominated A. Louise Harding; seconded by Wilma Gillespie. Ellen Abbott nominated Ralph Kuhli; seconded by Milbry Pass. Helen Hosten nominated Ruth-Ellen Ostler; seconded by Elizabeth Gurney. Milferd Rosendahl moved that nominations cease; seconded by Mildred Mason. Motion carried.

Ralph Kuhli indicated that he would like to serve the organization but that possibly he was not the individual to fill this particular role and asked that his name be withdrawn from nomination. It was withdrawn.

Ellen Abbott moved the acceptance of George Bridges, Violet Bower, and Vera Blomquist as tellers for the election. The motion was seconded by Francis McCann. Motion carried.

A. Louise Harding was elected to a three-year term.

Elizabeth Gurney moved that the ballots be destroyed; seconded by Mildred Mason. Motion carried—ballots were destroyed.

Research and Evaluation

Milbry Pass nominated Robert M. Tomlinson; seconded by Mildred Mason. Ellen Abbott moved that nominations cease; seconded by Yvonne Bender. Motion carried. Robert M. Tomlinson was elected for a three-year term.

Two resolutions had been developed by the resolutions subcommittee which were not submitted to the AVA Resolution Committee. Each was discussed, minor revisions were made, and action was taken.

Resolution 2: A National HOE Conference.

The acceptance of this resolution was moved by Marian Thomas and seconded by Robert M. Tomlinson. Motion carried.

Resolution 3: A $1,200 minimum operating budget for AVA Divisions.

The acceptance of this resolution was moved by Marian Thomas and seconded by Ellen Abbott. Motion carried.

A brief discussion of health organizations related to AVA was held. Ralph Kuhli reported on AMA, Sister Mary Walsh spoke regarding NLN, and Chester B. Dziekonski presented information on the American Medical Technologists.

A very brief discussion was conducted by several members on some general concerns of our Division.

The meeting adjourned at 11:55 A.M.

ATTITUDE ADJUSTMENT HOUR—DECEMBER 5

Hostesses: MILFERD E. ROSENDAHL AND KATHERINE A. LOOMIS

An attitude adjustment hour was jointly sponsored by the Health Occupations Education Division, Technical Education Division, and New and Related Services Division. The activity, designed to provide an opportunity for members of the sponsoring Divisions to meet and talk on an informal basis, was rated highly successful. An estimated 500 persons attended. There was a general feeling that a similar activity should be held at future conventions.

HOME ECONOMICS EDUCATION DIVISION

Proceedings Recorder:
Marie P. Meyer
Department of Vocational-Technical Education
Rutgers University

Developing a Technical Skill of Questioning

HAZEL MAE CRAIN
Department of Home Economics Education, University of Nebraska

The main purpose of this study was to determine the significance of the effects of varying modes of instruction upon the development of selected aspects of the technical skill of questioning. Secondary purposes were (a) to examine the effects of the three modes of instruction as they relate to differences in the development of the skill of questioning by open- and closed-minded students, and (b) to determine any differences between the development of questioning skill in students taught by professional staff and those taught by graduate students.

The population selected for the study was senior home economics education majors registered in the professional semester of the Department of Home Economics Education at the University of Nebraska during the 1969-70 academic year. The 78 subjects involved were randomly assigned to treatment groups.

Three modes of instruction—varying patterns of presentation, practice, and feedback—were designed as the experimental treatments. The "full" treatment consisted of written texts, small group discussions, a videotaped model, and videotaped practice sessions with peers, followed by playback and evaluation by self, peers, and instructor. Some of the experiences were omitted for the other two treatments. The "partial" treatment group did not view the model nor was there evaluation by the instructor. The "independent" treatment used only the written texts, videotaped practice sessions with peers followed by playback, and evaluation by self.

The experiment was repeated during the second semester with a change only of instructors; professional staff served as instructors during the first semester, and graduate teaching assistants served during the second semester.

The short form of Rokeach's Dogmatism Scale was used to identify open- and closed-minded students. Pre- and posttreatment measures were taken and rated by a panel of judges. The following conclusions were made: (a) The "full" and the "independent" treatment groups performed significantly better than did the "partial" treatment groups. There was not a significant difference between the "full" and the "independent" treatment groups. However, the "full" treatment group had higher scores than the others and showed the greatest gain of all groups from pre- to posttreatment measures. (b) There was no significant difference between students taught by professional staff and those taught by trained graduate teaching assistants. (c) Closed-minded students had significantly greater gain scores than did open-minded ones across all treatment groups. There was not a significant difference between the two groups within any of the three treatment modes, but closed-minded students consistently showed greater gain scores.

Self Concept and Role Perception of Student Teachers of Home Economics

GRACE BENTON CALLAWAY
Department of Home Economics and Family Living
Western Kentucky University

The primary purpose of the study was to ascertain the relationship between self concept and role perception, and to discover whether role perception is related to marital status and immediate professional objective. A secondary objective was to establish reliability of the role perception instrument.

Data were collected in seven states—Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and Tennessee. Two research instruments were administered to 189 student teachers in vocational home economics education in 21 institutions during the fall quarter, 1969. The instruments were administered at the conclusion of the student teaching period and included scores from Bills' Index of Adjustment and Values (IAV) and Hastings' Teacher's Perception of Own Role (TPR). Other information gathered consisted of marital status and immediate professional objective.

Role perception was gound to be unrelated to marital status, but partially related to immediate professional objective. Significant differences in role perception scores were found between two of the subclasses of immediate professional objective—teaching and nonspecified work related to home economics.

Major conclusions are as follows: (a) role perception appears to be consistent with self concept; (b) the TRP is a reliable measure of home economics teachers' role perception; and (c) the relation of role perception to marital status and immediate professional objective needs further investigation.

Evaluation of Teaching of Low Income Families

VONNA CANNON AND RUTH P. HUGHES

Division of Family Resources, West Virginia University

The purpose of the study was to develop instruments to measure progress toward objectives of the West Virginia Expanded Nutrition Program and to use the instruments in a pilot study in a selected county.

Objectives on which evaluation focused were: (a) to improve attitudes toward food, environment, and health and their interrelationships, and (b) to develop knowledge as to adequate planning and selection of foods based on family resources and proper nutrition. Evaluation was of product only; objectives and process were accepted as given.

Four instruments were devised, two for each objective. Investigators studied detailed content for each objective and selected for the instruments four key items: knowledge of nutrition and meal planning, physical home conditions, food buying practices, and attitude toward the program. Instruments had to be short, constructed so that aides could administer them with little training, and so constructed that they would require no writing by the clients themselves. These limitations were set at the start of the study and posed a genuine challenge to the evaluators. Another limitation is that the small *n* may have resulted in spuriously high instrument statistics.

For Instrument I, food models provided by the National Dairy Council were used in menu planning and categorization of foods for the Basic Four. Analysis of the test revealed a mean item discrimination of .47 and reliability estimate (split-half) of .98. Instrument II was a form for recording observation of physical home conditions at the time of a client's entrance into the program and again after several months. On an initial test, interrated reliability averaged .92. On the same initial test, which included two observations at two different times, observers noted effectiveness of the observation in detecting changes. Instrument III, a descriptive rating scale, was used to determine the extent to which comparative shopping techniques were used in food purchasing. Interrated reliability determined on the small pretest averaged .91. The instrument, not intended to be used in the presence of the client, was to be filled out after shopping trips. Instrument IV was designed to provide a brief assessment of the client's attitude toward participation in the program. Although no statistical analysis was made of it, content validity and clarity of questions were of special concern.

The pilot study was done in a northern county in West Virginia, but only two instruments (I and IV) were used, plus reports of aides and selected demographic data. Subjects were 10 randomly selected clients who had been in the program for a year or more, designated "old," and 10 randomly selected clients who were "new" to the program. Instruments were administered by five aides who were tested before participation.

Findings were that (a) nutrition knowledge was the same for new and for old clients; (b) both groups failed to include sufficient vitamin A in the diet; (c) clients knew which foods to eat but failed to incorporate them in their diet with any consistency; (d) clients liked the program; their informal comments suggested that it may have been the pleasure of having a visitor who helped with food preparation and buying that was of most value.

Based on experiences with the pilot study, further study and evaluation of the program ought to seek answers to such questions as (a) why does nutrition knowledge differ from practice? (b) what changes in shopping practices have resulted from the program? (c) what changes in home conditions have occurred over the months that a family has participated? (d) precisely which aspects of the program are of most value to families? Although results of this study can be generalized only to the one county, it does raise the question of effectiveness of nutrition teaching per se compared to other desirable aspects of the program.

Identification of Clusters of Knowledge and Skills in Home Economics-Related Occupations

IRENE BEAVERS

Associate Professor, Home Economics Education, Iowa State University of Science and Technology

Suggestions were made for the use of the findings of four years of research in the Home Economics Education Department at Iowa State University. The long-term research project was conducted as a part of a project, Identification of Selected Clusters of Occupations Requiring Similar Home Economics Competencies, under a grant from the Iowa Department of Public Instruction.

Frances Shipley (1967) identified the common tasks for the three occupations of hotel/motel housekeeping aide, homemaker/home health aide, and nursing home housekeeping aide. Tasks found common were general household tasks, household maintenance, and safety. Tasks unique to the homemaker/home health aid occupation were in the areas of food production, child care, and care of the ill and disabled adult. Carpenter (1968) identified the clusters of common competencies for the three occupations as safety, household maintenance, care and operation of equipment, and sanitation. Hassebrock (1970) developed a self-study guide to be used in teaching safety based on safety tasks and competencies identified by Shipley (1967) and Carpenter (1968). Studies by Ruehr (1969) and Caples (1970) identified the competencies for the occupation of homemaker/home health aide in food production, child care, and care of the ill and disabled adult. Food production clusters of competencies were meal planning, nutrition, food preparation, safety, and kitchen maintenance. Clusters of child care competencies needed by homemaker/home health aides were guidance, physical motor development, care of children, and social development. Five clusters of competencies needed for care of the ill or disabled adult were food preparation, feeding patients, personal care, mental and physical health and care of equipment and supplies.

Suggestions made for the use of the findings, which are available in four leaflets from the Iowa State University bookstore, were as follows: (a) working with advisory committees to broaden scope of program; (b) in-service training of instructors for wage earning courses; (c) use as a guide and check-list for including all understandings needed in the curriculum; (d) use in developing evaluation materials and methods; (e) use in talking with prospective employers to present possible programs; (f) use as a public relations device with people who would benefit from the program; (g) use with teacher education classes in presenting possibilities of vocational programs; (h) use as a standard for evaluating present programs as well as for planning future programs; (i) use for general public relations in a community; (j) use in further development of curriculum materials and illustrative materials.

Further work needs to be continued in this project to identify generalizations and learning experiences for each of the clusters of competencies needed in the three occupations.

Evaluation of Vocational Home Economics Program in Terms of Effectiveness of Full-time Homemakers and Homemakers Who Are Also Full-time Employees

ALEENE CROSS
University of Georgia, Athens, Georgia
ANNA GORMAN
The Ohio State University, Columbus, Ohio
HELEN A. LOFTIS
Winthrop College, Rock Hill, South Carolina
AGNES F. RIDLEY
The Florida State University, Tallahassee, Florida

Three research instruments have been developed during the project. One questionnaire was devised to secure descriptive information about respondents from family members and to determine the kind and extent of their enrollment in home economics, membership in home economics clubs, and home economics knowledge. A preliminary form of the questionnaire was developed and circulated to team members. After revisions were made, the questionnaire was ready for use.

The major effort was to develop a criterion measure which would be useful in evaluating home economics programs in terms of the effectiveness of full-time homemakers and of homemakers who were also employed. The assumption was that the public has a perception of effectiveness which could be expressed in the form of expectations. In other words, people are able to state what they expect of a homemaker in the way of knowledge, attitudes, and abilities. The interview schedule included questions to establish eligibility of the respondent. These questions were followed by an open-ended question: What is expected of a homemaker? Probes were used where needed.

Content analysis of the interview protocols revealed discrete expectations—statements which expressed some knowledge, attitude, or ability that was expected of a homemaker. Each statement was placed on a 3" x 5" card, together with a code to describe the respondents, the socioeconomic status, and the geographic place of residence.

For each expectation expressed by at least 10 percent of the total number of expectations within categories, an item was written to be incorporated into the criterion measure.

The 116 items selected were arranged randomly into a self-report scale, titled *Rate Yourself as a Homemaker.* Using a five-point scale, respondents were directed to rate themselves 1 if the statement was true of them more often than of other homemakers they know; 5, if the statement was true of other homemakers more often than of themselves. The rating 3 was used to indicate uncertainty, while 2 and 4 were generally favorable or generally unfavorable, respectively.

Correlations of homemaker/husband scores, husband/friend scores, and homemaker/friend scores were highly significant, providing evidence of concurrent validity. Analysis of variance indicated that significant differences existed between sample means. The coefficient of reliability for scores of the husbands and of the homemakers were both significant beyond the .005 level when the instrument was administered as a test-retest with a time lapse of one week.

The 116-item instrument provided the basis for developing a second measure to be used with employed homemakers. A small number of employers who employed three or more married women were asked which of the items would describe their expectations of an effective employee who was also a homemaker and mother. Obviously, some items were not appropriate and were deleted prior to contacting employers. As additional expectations were mentioned, they were added to the instrument. When no further new items were mentioned, the instrument was considered complete. Validity and reliability were checked for the employed homemakers' instrument, using only the data from the homemakers. The test for validity produced a correlation of .623, which was beyond the .05 level of significance. The coefficient of reliability was .822, which was significant beyound the .005 level.

The data-producing sample was composed of 69 full-time homemakers and 69 full-time employed homemakers in each of four states, Florida, Georgia, Kentucky and South Carolina, making a grand total of 452 subjects. The homemakers were characterized as female, 30 years of age or less, married, with husband present, and the mother of one or more children. These subjects were further stratified according to socioeconomic level and place of residence.

The socioeconomic levels (one-third each) were identified by the husband's job category: (a) working class, (b) technical and managerial, or (c) professional. The place of residence was identified as city, town, or rural. The respondents in each socioeconomic level and each homemaker group numbered 11 in cities, 8 in towns, and 4 in rural places of residence. The percentage of each place of residence of the population was based on the 1960 census, which was the most recent available data at the time of the submission of the proposal.

The socioeconomic levels were further verified by means of the Nam-Powers "Methodology and Scores of Socioeconomic Status," which was developed for use by the U.S. Bureau of the Census. The Nam-Powers Scale represents a combination of the scores which an individual is assigned by virtue of the occupation in which the chief income recipient in the family is engaged, that person's educational attainment, and the current income of the family.

Place of residence was determined by the population definitions listed in a classical study in ***The American Occupational Structure*** by Peter Blou and Otis Duncan. The following definitions were used:

1. A large city—100,000 or more
2. Middle size or small town—under 100,000
3. Open country—not a farm

The subjects were located by the wave-sampling technique; that is, one homemaker with known characteristics was identified. She was interviewed and asked to name a friend who met the criteria. The friend was then asked to name someone else, etc. When this procedure did not yield a sufficient number, subjects were located by sampling lists of parents of nursery, kindergarten, and first-grade pupils.

Graduate students who had assistantships on the grant collected the data through interviews. The interviewee was asked to complete the questionnaire and a personal data sheet at the time of the visit. Each was assured that she would be anonymous and that she would be referred to only by a code number. At no time was a list of the participants compiled. The purpose of the research and disposal of information was explained before a request was made for cooperation. Some few subjects requested a copy of the final abstract. Cooperation with and interest in the study were excellent.

The completed questionnaires were placed in groups according to full-time homemaker or full-time employed homemaker, and subsequently mailed to the University of Georgia for coding and computerizing. There were 276 full-time homemakers who completed the 116 items in Instrument I and 276 employed homemakers who completed the 50 items in Instrument II.

Mean scores were analyzed in relation to the following variables at the .05 level of significance:

1. Husband's occupation (for full-time homemaker); wife's occupation (for employed homemaker)
2. Courses in high school in home economics, by number of years
3. Enrollment in eighth grade home economics
4. Four-H club membership, by number of years
5. Non-credit home economics classes sponsored by public school
6. Membership in homemaker's club, by number of years
7. Extent of help mother had in teaching homemaker responsibilities
8. Geographic location.

Duncan's New Multiple Range Test was used to determine which of the differences between a set of k means were significant and which were not.

A significant difference between the means of the scores of homemakers in the working class category and those in the management and professional occupation categories, which were not different from each other, indicated that these homemakers rated the 116 items as being more true for themselves than other homemakers they knew.

Homemaker club membership had a significant impact on the full-time homemakers' perception of their effectiveness as homemakers, and having a background of being taught by mothers who were regular or persistent in teaching them homemaking responsibilities had a similar effect on their self-perception as homemakers. There were no significant differences among the five categories related to extent of mother teaching on the returns from the employed homemakers.

Further study of the data is in press, and an analysis of the differences and similarities between the mean scores of the two sets of respondents is indicated.

Assessing Our Worth at High School, State, and University Levels

MARY R. STOCKMAN
Chapin High School, Chapin, South Carolina
MARJORY COOPER
North Carolina State Department of Public Instruction, Raleigh, South Carolina
ANN MESSER
Associate Professor, State University of New York at Plattsburg, N.Y.

Assessing our worth at the high school level requires many evaluations by many groups, each adding a block to the structure or replacing a block. In the South Carolina Lexington County District of five schools, much is done by outside teams at the invitation of the school district or by in-school groups working with a consultant. Each study has a purpose: to determine goals or to change goals; to diagnose and to promote improvements; to measure progress; and to identify problems of behavior. In this district, these evaluations have resulted in improvement of physical facilities, addition of new programs, changes in the home experience program, changes in the adult program, changes in the summer program, changes in emphasis in subject matter areas, and changes in the work of the future homemakers.

In the two high schools in the district, two years of consumer and homemaking education and one of family living are offered. In the middle school, twelve weeks of personal and family living are offered to each of the sections in the sixth, seventh, and eighth grades.

The usual procedure for an evaluation is as follows:

1. A committee meets, sets goals, selects a consultant, and makes plans.
2. A general meeting of the involved administrative staff is held; the plans are discussed, evaluated, and amended.
3. The procedure decided upon is followed.
4. The participants meet to discuss progress and contribute new ideas.
5. Information obtained is used to upgrade the area under investigation.
6. Reports are made to the administration and to the entire faculty, if this is considered of value.

Evaluation at the high school level should be continuous, varied, appropriate, and carefully planned.

A program of evaluation of vocational education on a state-wide basis in North Carolina was set up as a five-year project, starting during the 1966-67 school year. Each year during the five years, 20 percent of the local administrative units were randomly selected to participate.

The following strategies were identified as a guide in carrying out the evaluation process:

—To provide for the involvement of personnel at the local and state level in the development of criteria to be used in the evaluation;

—To create a positive atmosphere in which evaluation will be accepted as a key to program improvement;

—To provide an understanding and acceptance of the role of evaluation in the educational process;

—To demonstrate the necessity that evaluation become a process rather than an event;

—To provide learning experiences so that the evaluative process will ultimately be somewhat self-sustaining, with increased local involvement;

—To obtain a commitment to program improvement from each person involved in vocational education as a result of the evaluation; and

—To better organize supervision at all levels according to specifically stated objectives in terms of ways and means of improving programs of vocational education.

Thus, from a supervisory viewpoint the evaluative process might be seen as an effort to organize supervision more effectively to performance criteria.

An attempt was made to answer four basic questions concerning vocational education in each classroom, shop, and laboratory in the state:

1. What is the present status of vocational education in the state of North Carolina in each of the classrooms, shops, and laboratories?
2. What ought vocational education in these respective classrooms, shops, and laboratories be in the next one, three, five, seven and ten years?
3. What problems or specific barriers may stand in the way of the future development of quality programs of vocational education?
4. With what will we develop courses of action in terms of long range plans for the development of vocational education in each local administrative unit?

A committee representing each of the vocational program areas within the Division was appointed to develop realistic objectives that could be attained through the evaluative process. Twenty-two such objectives were identified. The state home economics education staff studied these objectives and developed related criteria to be used in evaluating home economics programs. An advisory committee of home economics teachers helped refine the criteria and develop instruments (rating scales, checklists, charts, etc.) for recording data at the local level. These instruments provide in-put as regards findings and recommendations in each of six areas:

1. Facilities, equipment, and instructional materials
2. Instructional program
3. Cooperative educational activities
4. Interpretation of the program
5. Professional growth and development
6. Miscellaneous information

According to a predetermined schedule, each participating school and teacher are visited by a member of the state staff between February 15 and May 1. An opportunity is sought to confer with the principal and perhaps to hold a joint conference with the teacher(s) and prinicipal during the consultant's visit.

A summary report is prepared by the state staff member which reflects the status of the local program in terms of the objectives for the total evaluation project and the four basic questions asked of all vocational programs. By fall of the next year, copies of the reports are distributed to each vocational teacher and administrator in a local administrative unit.

For these first five years, the evaluation reflects the status of the programs (process) rather than the outcomes of instruction (product). Attention has been focused on making improvements where needs are most evident.

The particular study of Purdue teacher education graduates is a descriptive study with a stratified randomly selected sample of bachelor-degree teacher education students who graduated from the five subject matter schools (Agriculture, Home Economics, Technology, Science and Humanities, Social Science and Education) from 1962-1969.

The questionnaire which was mailed in October 1970 contains items concerned with current demographic factors, current position factors, teacher education factors, undergraduate school factors, and university services. In addition, the questionnaire contains 52 educational goals in the areas of general education, subject matter education, and professional education. Graduates are asked to react to each goal as to its importance as an educational goal and the extent to which their particular Purdue teacher education program helped them to attain each goal.

As of now, there is just over a 60 percent return, with questionnaires still coming in. It is hoped that the study will be completed by June 1971.

An excellent source of information on evaluation is the center of The Study of Evaluation, 145 Moore Hall, N.C.L.A., 405 Hilgard Avenue, Los Angeles, California, 90024. You may ask to be put on the mailing list for their excellent publication, "Evaluation Comment."

Motivation: How You Can Increase Your Horsepower

HAROLD C. BRYSON

Regional Information Officer, USDA Consumer and Marketing Services, Dallas, Texas

Just as surely as you can identify the steps for starting your own auto, you can identify the steps for starting your horsepower. Using giant sparkplugs to represent visuals and audience participation, Mr. Bryson compares these eight steps to the eight sparkplugs on your automobile:

1. Discover your horsepower.
   Begin where you are.
2. Multiply your horsepower.
   Find something you are interested in and multiply that interest.
3. Want to increase your horsepower.
   Want, not wishing, is the goal.
4. Make a start.
   Begin by breaking down big problems into smaller parts.
   Response from others is greater when we begin small.
5. Make notes.
   Ignite your imagination and write it down.
6. Pile up ideas.
   Quantity breeds quality.
7. Open your mind.
   Think big—little ideas are the beginning of big ones.
8. Set a deadline.
   Stick to your deadline. Come up with something.

Before we can increase our horsepower we must get rid of seven devils which keep us from developing to our greatest potential:

1. "We'll cross that bridge when we get to it."
2. "Don't rock the boat."
3. "They don't do it that way where I come from."
4. "I tried it once and it did not work."
5. "It might work but you'd never convince the boss."
6. "But we've always done it that way."
7. "How are you gonna pay for it? It is not in the budget."

The Future of Vocational Home Economics as the U.S. Office Sees It

MARY LEE HURT
Senior Program Officer, Division of Vocational and Technical Education, BAVTE, Office of Education, DHEW

Never before has there been demand for as many services for individuals and families for which trained personnel are needed as at the present time. The training for these personnel can be offered as a part of home economics education. An estimated 25,000 openings for trained personnel in child care and development will be available this year. An estimate of almost a million workers will be needed each year in the food services field to meet the demands of commercial food services establishments. In addition, there are large numbers of persons trained in the food service field needed in nursing homes, hospitals, school feeding programs. A rapid increase in tourism means an increased need for housekeeping personnel. The demand for trained household employees is never met. In 1969 about 1.6 million women were employed as private household workers, including baby sitters. Community agencies serving families and individuals are hiring aides and assistants such as consumer aides and assistants to social workers, and many more homemaker-home-health aides are needed. As our society becomes more affluent, families will pay for the services of those prepared in interior design, in clothing design, in construction, and in alteration.

Never before has there been as much interest in education in the various areas included in consumer and homemaking education as at the present time. As all of you know there is a great deal of interest in consumer education in the Federal Government. There is the President's Committee on Consumer Interests, and recently guidelines for curriculum development for grades K through 12 have been published. There is an Office of Consumer Affairs in DHEW. Some of the states have passed laws and resolutions that consumer education be included for all students in the schools. Consumer protection agencies are being set up, laws passed, and policies established which affect consumers. Part F of the Vocational Education Amendments of 1968, a federal law, requires that to be approved home economics programs must include consumer education.

The White House Conference on Nutrition and Health and several studies of nutritional status have highlighted the need for nutrition education. An Office of Nutrition and Health Services has been established in DHEW, and a person has been appointed as an undersecretary in HEW for nutrition education. The Home Economics Extension program, under USDA, has legislation to support an expanded nutrition education program. The new legislation for school feeding programs has a nutrition education component built in. Part F of the Vocational Education Amendments of 1968 was amended last spring to include "promotion of nutritional knowledge and food use, and the understanding of the economic aspects of food use and purchase," as a part of consumer education.

The new Office of Child Development in DHEW is promoting education for parenthood. The expansion of courses in high school which include observation and participation with children is being strongly encouraged. Money is being put into the development of curriculum and instructional materials for high school courses in child development.

Occupational programs in home economics in vocational education have gained recognition and demonstrated their value in training and retraining persons for jobs. There will be adequate support for these programs. The challenge is to maintain initiative in making contacts with agencies, businesses, and industries which employ workers in jobs which utilize knowledge and skills in home economics, and to convince them that vocational education offers them a resource in providing training and retraining of their employees.

Consumer and homemaking education programs, no one doubts, are an essential part of educational programs for youth and adults. Questions asked about these programs offer real challenges: Why federal support for consumer and homemaking education when states and local districts over-match the funding to a large degree? Why should consumer and homemaking education be supported as a part of vocational education? Why should support for consumer education be a part of home economics programs? Don't all students need consumer education? Should programs in home economics only in depressed areas be supported?

Our challenges are the following: (a) to work for continued federal legislation supporting consumer and homemaking education as a part of all vocational education, and to keep those who are in the position to give that support informed of how funds are used and of the results; (b) to continue to serve as a supporting service to those enrolled in vocational education, but also to organize offerings so that they are available for all students who desire to enroll in certain areas; (c) to continue to work with teachers so that youth and adults enrolled in vocational home economics, particularly in depressed areas, change their behavior to make their lives and the lives of their children more satisfying.

Home Economics Program Evaluation

BERENICE MALLORY

Formerly Senior Program Officer, Division of Vocational and Technical Education, BAVTE, Office of Education, DHEW

There are many reasons for the current emphasis on evaluation. Edward Suchman in a paper for an education testing service conference stated that evaluation feeds on dissatisfaction and change. Action is sought to alleviate discontent and postpone open conflict, and evaluation is seen as a means of maintaining rationality and control. Ralph Tyler has said that the great need for new theories and procedures for evaluation has come about for such reasons as the following: requirements for evaluation of activities under Title I of ESEA; the rapid increase in technological devices in education; rapid societal changes; stress on improving educational opportunities for disadvantaged children; and the effect on evaluation of new technologies such as high speed computers.

Like all of education, vocational educators are concerned about program assessment. One evidence is that the AVA Program of Work for 1970 focused on "two crucial aspects of vocational education—planning and evaluation."

Program evaluation in home economics cannot be done in isolation—it must be planned and carried out with full recognition of what is going on in the total field of education and in various areas of vocational education. Some pertinent studies and activities that are now in progress include the following activities:

—A joint federal-state task force on evaluation has assumed the task of developing a comprehensive system to evaluate federally supported elementary and secondary education programs.

—The National Center for Educational Statistics of the Office of Education has initiated plans for contracting with states to assist them to secure, tabulate, and analyze data for its annual surveys of public elementary and secondary school systems. These data are designed to meet the needs of educational planners within and outside the Federal Government.

—The National Assessment of Educational Progress is a nation-wide project of the Education Commission of the States.

—The 1968 Amendments to the Vocational Education Acts required the appointment of national and state advisory councils on vocational education. These evaluation groups were given specific responsibilities by Congress.

—The Center for Vocational and Technical Education at Ohio State University has developed a state evaluation system model to assist states; some are already using it.

Sound program evaluation in home economics depends on sound research. A review of research in home economics education for the past 10 years shows progress in scope, quality, and quantity. There are gaps, but these as well as future needs have been identified.

Home economics program evaluation will make increasing contributions to the development of high quality home economics programs if we:

—Use resources to good advantage—funds, personnel, results of previous studies, bibliographies, and other reports of research, etc.

—Meet our obligations—to keep informed about and use research findings and data from other fields, to become involved with groups that can influence vocational education such as national and state advisory councils, to work with others on matters of mutual concern, etc.

—Accept the challenges to continue research in both "useful and gainful" aspects of home economics programs, to do a more effective job of dissemination and use of research findings, to initiate some longitudinal studies, to increase the amount of theoretically based research, to initiate some long-range evaluation studies, and to study the values and contributions of the Future Homemakers of America.

Recognition Time

HAZEL CRAIN

Department of Home Economics Education, University of Nebraska, Lincoln

At the Home Economics Education Division luncheon three home economists were honored by having fellowships established in their names by co-workers and former students:

—Myrtle Gillespie, Wyoming. Presentation made by Dorothy Hoese, Wyoming.
—Letitia Walsh, Illinois. Presentation made by Anna Gorman, Ohio, and accepted by Emma Whiteford.
—Berenice Mallory, Arlington, Virginia. Presentations made by Alberta Hill, Pullman, Washington.

INDUSTRIAL ARTS EDUCATION DIVISION

Proceedings Recorder:
Nelson A. Hauer
Head
Department of Industrial and Technical Education
Louisiana State University

INDUSTRIAL ARTS COMMITTEE MEETINGS

INDUSTRIAL ARTS POLICY COMMITTEE

Friday, December 4

Chairman: E. Robert Rudiger

Secretary: Richard C. Erickson

Present: Chairman Robert Rudiger; Vice-President Lockette; Committee members Atteberry, Boyd, Carrel, Cochran, Erickson, Funk, Grainge, Hauer, Minelli, Prichard, Siegel, and Spence; Division representatives Angus McDonald and Carl Wallis; and guest, Dave Jeldon

1. The Chairman opened the meeting at 9:00 A.M.
2. Minutes of the March 6 and 7 IAPC meetings were approved as distributed.
3. Chairman Rudiger distributed the Operating Policies for the Division that were approved by the membership at the Boston business meeting and pointed out changes relative to the procedure for election of the vice-president for the Division that had become necessary as a result of a change in the Operating Policies of the Association.
4. Les Cochran distributed a report of the Membership Committee, reviewed the activities of the Committee during the past year, and cited some noteworthy statistics relative to the Division membership picture. Less than half the members on the rolls from 1967 to 1970 are current members. Of the 125 members currently serving on Division committees, only 47 percent paid their dues in the Division and only 60% percent were paid AVA members. Currently we are about 100 members ahead of last year's membership at this time.

   There still appears to be a problem of Industrial Arts Division members having their membership recorded in other divisions of AVA. Considerable discussion of this problem ensued. The membership rosters of other divisions will be reviewed in an attempt to have misplaced Industrial Arts Division members properly classified. After a quick check with Elizabeth Horton, Joe Carrel reported that four out of the fourteen Policy Committee members present were currently listed as members of the Trade and Industrial Division.
5. Vice-President Lockette advanced the suggestion that we, as a Division, develop a public information program. Currently there is approximately $1,000 available to the Division. It was his suggestion that perhaps some of this money could be used for a public information newsletter.

   One objective would be to make recruitment materials coming from the Membership Committee more meaningful. Considerable discussion ensued. Gordon Funk moved that the vice-president send to elected representatives of the Division, on a quarterly basis, the latest happenings in Industrial Arts Education. The motion was seconded by Floyd Grainge and approved by the Committee.
6. Herb Siegel reviewed the evolution of progress in the AVA relative to garnering its support of industrial arts and its relationship to the Vocational Education Acts. He presented a resolution that called for the inclusion of the words "industrial arts" in future vocational education legislation. Joe Carrel moved that the Committee approve the resolution. The motion was seconded by Gordon Funk. Some discussion was devoted to suggestions for structuring such a resolution. It was agreed that Herb be given the leeway

necessary to get the resolution passed. The motion was approved by the Committee.

7. Dave Jeldon reported on a project concerned with the accumulation and distribution of industrial education materials that are in various stages of development but not necessarily ready for inclusion in the ERIC Collection. Schools appear to be interested in exchanging instructional materials including software, hardware, lectures, video tapes, etc. Would the Industrial Arts Division be willing to support this type of activity through sponsorship of a periodically published listing of available exchange materials and their sources? A dissertation project under Dave's sponsorship would provide the first go-around that would be available in the spring of 1971. Support for the idea was expressed by the Committee.
8. Carl Wallace reported that good returns from the mail ballots were received for this year's Divisional awards. It was suggested that an award be established for outstanding contribution to membership activity. Vice-President Lockette added that the Committee might also consider any others who are making outstanding contributions. Ernest Minelli moved that a certificate be developed to be awarded to divisional committee members contributing outstanding service to their committee upon recommendation by the committee chairman and approval of the Policy Committee. The motion was seconded by Les Cochran and approved by the Committee. The Committee also authorized reprinting of the Service Award and Leadership Award certificates.
9. Angus McDonald suggested that the visibility of industrial arts education can be expanded through publications in the AV JOURNAL. He encouraged the submission of articles (especially controversial ones) to the JOURNAL.
10. Ernest Minelli distributed a report of the Publications Committee and briefly discussed the Committee's program of work, including the status of various publications the Committee is or has been concerned with during the past year.
11. Bill Spence presented a proposal for a new publication: *A National Status Study of Industrial Arts Teacher Education*. Jack Chaplin has been working on this project for several years—a joint effort between ACIATE, AIAA, and the Division. A sum of $100 was requested from the Division for support of this publication. Ernest Minelli reported that he had taken this proposal to the AVA Publications Committee and was informed that they did not want to get into the practice of providing "seed money" for future publications. Joe Carrel moved that the Research Committee be authorized $100 for this purpose and charged to work with ACIATE and AIAA in developing the appropriate arrangements for joint publication. The motion was seconded by Spence and approved by the Committee.
12. Joe Carrel reported that the Nominations Committee had met and a slate of nominees is ready to be presented at the business meeting Tuesday morning.
13. The meeting was adjourned at 12:30 P.M.

INDUSTRIAL ARTS PROFESSIONAL MEETINGS

INDUSTRIAL ARTS GENERAL SESSION

Saturday, December 5

Theme: An Articulated Approach to Occupational Personnel Development in Illinois

Chairman: Joe E. Talkington

Host: James G. McMurry
Recorder: Philip G. Baird
Program Participants: Sherwood Dees, William E. Reynolds, Ronald W. Stadt, E. Edward Harris, Lloyd Phipps, Charles Porter

Summary of Presentations:

Education is being challenged to provide educational opportunities for all youth. The Vocational Education Amendments of 1968, in mandating this challenge, created a task which can be accomplished only by occupational educators who are adequately prepared. Illinois is attempting to meet this challenge by making a total commitment to prepare adequately all personnel who are engaged in the instructional process in vocational education. This commitment includes: providing a structure within the State Department which permits the latitude for personnel to accomplish the task; committing adequate funds, which permits the State Department to function as a change agent in the instructional process; and, developing a means for the articulation, designation, and implementation of a professional development program which will meet the occupational needs of all youth.

With the writing of the Illinois State Plan in 1969, the Division of Vocational Education was restructured to consist of eight units: the Fiscal and Statistical Unit, the Program Approval and Evaluation Unit, the Occupational Consultant Unit, the Special Programs Unit, the Professional and Curriculum Development Unit, the Research and Development Unit, the Postsecondary Coordination Unit, and the Manpower Development and Training Unit. Personnel consists of the director, two assistant directors, eight coordinators, a head consultant and consultants.

Early in 1970, after the reorganization, the director asked the presidents of seven state universities to meet with the Division of Vocational and Technical Education to discuss ways of developing a system to improve the program of professional development within the state. From this meeting, seven persons were named by the presidents of universities. Their function was to plan and articulate all activities with which the Division of Vocational and Technical Education was involved. They would serve as the liaison between the division and the universities.

Once the basic plan for teacher education was prepared and approved, the challenge became one of determining how vocational teacher education curricula in the State of Illinois could best be developed. After a number of processes and techniques were explored, the process which seemed most desirable was one which might best be described as the "competencies approach to curriculum development."

Efforts by the State Department, university teacher educators, doctoral research efforts, and research conducted by other agencies are being directed toward the development of a master plan for vocational teacher education.

INDUSTRIAL ARTS GENERAL SESSION

Sunday, December 6

Theme:	Disadvantaged Youth
Chairman:	Rutherford E. Lockette
Co-Chairman:	Robert G. Thrower
Hosts:	Edward J. Coughlin, Benjamin H. Alsip
Recorder:	Chris H. Groneman

Topic I: Preparing Teachers to Teach Disadvantaged Youth

Speaker: Rutherford E. Lockette

The speaker reported on the program he conducted entitled: "An Institute for Preparing Vocational and Practical Arts Teachers to Teach Disadvantaged Youth." The institute was scheduled for a six-week period.

In his introductory remarks, he stated that the American public school is conceived according to a democratic philosophy ordered by the intellectually elite, staffed by the middle class, and attended in the main by lower socioeconomic groups. This represents a conflicting climate for appropriating its services impartially and effectively. Those who staff the schools hold middle-class values and are little aware of the theoretical and practical considerations which cause cultural deprivation and, accordingly, account for the behavior of those who are affected. They are usually unaware of the characteristics of cultural deprivation.

A growing number of scholars in many fields, according to the speaker, have turned their attention to the problems of cultural deprivation. Many are vying with others in assigning value to their specialties in the education of deprived youth. The limited space in the curriculum makes it necessary for occupational education to present a strong case for itself as a subject offering vast opportunities for upgrading the level of achievement of culturally deprived youth. This strong case must manifest itself in changes in behavior of disadvantaged youth (and adults). Ultimately, a knowledge of fundamental skills as well as experiences must be compounded with the development of marketable skills to reduce cultural deprivation. The more occupational education contributes to this goal through meaningful experiences and explorations and in other ways, the greater will be its worth as a curriculum offering.

One of the first steps in gearing occupational education to culturally deprived youth is that of developing greater awareness of the factors which underlie it in the minds of teachers, guidance counselors, and administrators. Among the conditions of disadvantaged youth mentioned were the following:

1. Lack of conversation in the home
2. Very little reading materials in home
3. Parents who do not read themselves
4. Poor auditory and visual discrimination
5. Inferior judgement of time, numbers, and basic concepts, due to faulty habits of hearing, seeing, and thinking relative to expectations of school.
6. Inattentiveness with regard to surroundings and speech of others.

We also know that the social characteristics of disadvantaged youth are as follows:

1. His family is on the bottom rung of the income ladder, not just of the working class.
2. The family is rural in background.
3. It is discriminated against by a favored majority.
4. It is widely distributed except in high income areas such as suburbia.

Procedure Employed in the Institute

The Institute was conceived to constitute three distinct but highly related phases.

Phase I. The first phase of the institute focused attention on the causes and characteristics of cultural deprivation through prepared lectures followed by group discussions.

Phase II. The second phase dealt with educational programs directed to the problems of disadvantaged youth and adults.

Phase III. The third phase of the institute gave the participants an opportunity to develop curriculum and instructional materials and strategies judged suitable for disadvantaged youth.

In closing, the speaker stated that the participants indicated their willingness to work in closer relationship with disadvantaged youth and adults. Also, there was reason for believing that through direct exposure to the factors experienced by deprived youth and adults, positive attitudes and changes in behavior would occur on the part of the project participants.

Topic II: Special Education

Speaker: Marietta O. Gruenert

A special education program has been in effect since September. I knew the program was to be started a year ago, and all I could think was, "That's just what I need to make my job complete: retards." However, I received a heartwarming surprise. These students are slow learners; that's all. Most have problems reading and doing math, but when it comes to practical work, they excel.

Students can be cruel to other students, just as animals are; it's the survival of the fittest. The first week of school, the other students didn't know that among them were two special education students. When the other students started to make fun of the special education students because they couldn't read or do math quite as well or as fast as they could, I informed the ringleaders about the special education program and told them I could use their help in teaching the special students. I asked them to spread the word around to the rest of the class. They did, and now it's one happy family working and learning together. It's nice to see a student helping a less fortunate student; in fact, some have more patience than I have.

The program at Burlington County is one of management training as well as basic skills. A little extra time must be taken to work with special education students because in all probability they will not enter management. However, they do the same work, except sometimes it is explained a little differently. I believe if workers know and understand management's problems, management will have fewer employee problems. For this reason, all students do the same work. Special education students take the same tests; however, they are usually given orally, or in some cases just a little extra explanation is given.

The student's academic subjects are taught by a special education teacher; working together as we do, special help is given the student regarding change making, weights and measures, etc.

One student wanted to run the cash register, and I told her when she could prove to her teacher that she could make change, I would let her run the register. She accomplished this and needless to say, she is now one of our cashiers. The same student wanted to be manager for a week. I was a little skeptical, but said okay. She did a fine job; in fact, she runs a tighter ship than I do.

My greatest concern is not the problem of being able to obtain jobs for these people, but seeing that they are not taken advantage of on the job. They are always willing to work and do a good job. These alone are great temptations for management to overwork them.

Although this is a pilot program, I am sure other vocational schools will want to adopt a similar program of their own. Just think: useful people, gainfully employed, taking pride in their work, with job satisfaction. Even the taxpayer benefits, for one less person is on welfare.

"The Burlington Project," a comprehensive plan for a pilot project to integrate educable mentally retarded youth into the Burlington County Vocational-Technical High School, was initiated with Mr. John K. Ossi, the Superintendent. It received approval for a grant by the Division of Vocational Education for its implementation.

Thirty students were accepted and an orientation program during the month of July was held. Both the parents and the youngsters were interviewed, and a full battery of tests was given to ascertain the youngsters' abilities and disabilities and levels of functioning. Youngsters' interests were discovered and correlated with their abilities. On the basis of this data, an individualized program for each youngster was constructed which tied in with shop work. For instance, mathematics for a person in food services is adding up a check in a restaurant, a bill for food, making change on a cash register, etc.

We believe that this program, which is a joint venture or a team approach between vocational education and special education, is well designed to meet every need of these youngsters—social, academic, and vocational.

INDUSTRIAL ARTS GENERAL SESSION

Sunday, December 6
Theme: Industrial Education Within the School Community
Chairman: Ernest L. Minelli
Host: Tom Dean
Recorder: John Murphy

Topic I: An Articulated Approach to Curriculum Development

Speaker: B. Gordon Funk

The presentation reflected a background of experience in California and Los Angeles. Industrial education is a continuum based upon common tools, equipment, processes, occupations, materials, skills, and knowledges. While the continuum is in force from the elementary school, junior and senior high, occupational center, community college and four-year college, the facilities, program, emphasis and vehicles of learning vary with the educational level.

In the elementary school, industrial arts is utilized by the regular classroom teacher with portable equipment and hand tools to give graphic learning experiences in art, social studies, science, and mathematics. In the junior and senior high schools, the industrial arts shop organization is on a family of occupations basis, each general in area but limited to one field. The emphasis in industrial arts is on an exploratory experience involving tools, equipment, materials, and processes of industry. In the eleventh grade an occupational emphasis begins in vocational preparatory programs. At the senior high school level, the number of shops in a given school is dictated by the needs of the students and the school community. Occupational centers have been developed in response to community demands for adult education training, re-training, and upgrading. Focus is on the problems of the urban environment for the needs of the disadvantaged and for manpower training. The occupational center is a vigorous growing institution and conflicts are developing with both the senior high school and the community college. Regional occupational planning is needed so that the role of each institution is more clearly defined.

The community colleges offer training in the lower division for industrial arts teacher-training and two-year technician programs, as well as preparation for other skill training. Increased emphasis is given on the degree programs since students are college-oriented. The four-year colleges are involved in two programs in the industrial education field: first, teacher training for industrial arts and occupational courses; and second, for four-year technical education programs, building on the community colleges' lower division program.

The high school program has been the weak link in the chain in the continuum of the industrial education program. The financial support provided through VEA funds has gone a long way toward making the high school no longer only a college preparatory institution, but truly comprehensive.

Topic II: A Fully Integrated Educational Experience for Industrially Directed Youth

Speaker: Thomas M. Benton

More than ever before it is necessary to integrate fully the educational experience of youth who will perform the occupational tasks of this country in the eighties, nineties, and early years of the twenty-first century.

By an ***integrated*** educational experience, I refer to an experience which by its very nature serves to unify and make whole, an experience in which all parts are so related and interwoven that each part not only supports and strengthens all others, but that together they form an organized and meaningful whole.

The establishment of these meaningful relationships has always been, and continues to be, necessary to the effective comprehension, acquisition, retention, and transfer of educational phenomena. But today there are additional reasons which make integration of the individual's educational experience absolutely essential I will mention only two of these reasons.

For one thing, there is a significant ***disintegrative*** force at work which tends to fragment and isolate the content of education. This force is a product of the massive accumulation of knowledge and tends to show a close parallel with it, in that disintegration becomes more severe as the quantity of knowledge increases. This disintegration is caused by two on-going processes. On the one hand, the large volume of knowledge demands systematization and management. Accordingly, knowledge has been divided into branches or disciplines and further divided into subjects within disciplines. The continuing discovery and organization of new knowledge has necessitated further divisions into increasingly narrow compartments. At the same time, faced with a vast array of disciplines and subjects for possible transmission to succeeding generations, we have selected-out and boiled-down to the extent that only the most essential content remains. Further, for efficiency of transmission and adequacy of coverage, we have packaged these select bits-and-pieces between the covers of a book, prepared the specialist teacher, and designed the box-like classrooms.

Thus, "education," for the most part, has become nothing more than a series of isolated courses in which a fragment of meaningless information is transferred by a specialist teacher from the pages of a single text to the mind of the student. The student learns by sheer memory, regurgitates sufficiently to pass the course, and moves on to the next fragment. When he has accumulated sixteen to eighteen course credits, he graduates from secondary school and moves on to college to repeat the process.

Aside from the disintegrative management of knowledge, there is a second major reason for increased efforts to unify the educational experience. Here I refer to the continuously changing and increasingly complex occupational environment within which we function. Youth who will perform the occupational tasks of this country for the next half century more than anything else, must be flexible, adaptable, and able to apply their knowledge.

If the educational experience is to facilitate comprehension, acquisition, retention, and transfer of knowledge and skill, and if it is to facilitate the acquisition of concepts and principles as opposed to meaningful trivia, then it must be ***fully*** integrated. The educational experience must be completely intergrated both ***vertically*** and ***horizontally***. By vertical integration, I mean that the experience must be interrelated from the very beginning into initial employment. Each level of formal preparation should strengthen, support, and give meaning to all others. Particularly important here is the establishment of relationships between various levels of formal preparation and occupations. The individual must not only be assisted in the selection of an appropriate occupational aspiration, but he must "see" a direct relationship between classroom performance and occupational success. By horizontal integration, I refer to the establishment of meaningful relationships across the entire spectrum of on-going, concurrent experience. Not only must discipline be related to discipline, but the formal, in-school experience must be related to concurrent out-of-school experiences.

Clearly, we must provide a fully integrated educational experience if we are effectively to prepare today's youth for tomorrow's occupational tasks.

INDUSTRIAL ARTS GENERAL SESSION

Monday, December 7

Theme: Teacher Preparation for the Disadvantaged
Chairman: Harold S. Resnick
Co-Chairman: Pat H. Atteberry
Host: Leslie H. Cochran
Recorder: Neil S. Levine

Topic I: What Makes an Effective Vocational Teacher in an Inner-City School—A Supervisor's Point of View

Speaker: Benjamin Whitten

The recognition by vocational teacher educators that they need to address themselves specifically to the task of preparing occupational teachers to work effectively in the inner-city schools of our nation is a sign of hope for me and for others like me who have responsibilities for programs of vocational education in America's cities.

For too long a period of time it has been felt that the philosophy, psychology, and methodology of our instructional programs would adequately meet the needs of all pupils, urban, suburban, and rural, lower class and middle class, poor or affluent, black or white. After all, vocational subjects were perceived to be the most meaningful and relevant subjects in the entire school curriculum. In addition, vocational educators had been successful for several generations and in two national emergencies in preparing people to perform the jobs that were needed for national survival.

But for many of the inner-city residents the learning of marketable skills for employment while in secondary schools is almost a last chance for a productive life. Dropout rates are high, and too many of those who leave school at age 16 fail to find any employment at all. At best, they develop a personal accommodation for daily idleness that is almost impossible to overcome. Far worse, others turn to crime, dope and sex for survival.

Because economic independence results from stable employment in occupations that have a future and pay a decent wage, the inner-city schools have an obligation, in my opinion, to assure that all their students are educated for meaningful jobs as well as for further education. Vocational education teachers, therefore, can play a major role in preventing today's student from becoming tomorrow's hard-core unemployed person. Indeed, they must perform their teaching activities at a level of competence never demanded of them before so that the inner-city student who fails or becomes a dropout is a rarity.

Inner-city children, like other human beings, react most favorably when they are accepted and valued as persons. Emerson stated this principle most succinctly when he said, "the secret of education lies in respecting the pupil." Acceptance, respect, understanding, compassion, and empathy are prerequisites for success in inner-city schools.

As inner-city vocational teachers plan their work, they must identify the related entry jobs that require minimal learning and then require that all students master this minimal, short-term program in whatever length of time it may take them as individuals. Additional levels of competence must be structured, the resulting level of employment identified, and instruction planned for students to achieve these levels of competence, also at their own rates.

The successful teachers, while not ignoring the need to do a minimal amount of reading, look for other ways to accomplish their objectives. The use of audio-visual materials, demonstrations, practice periods, games, visitations, and loads of performance capitalizes on the strengths of poor readers. These are action-oriented kids in many instances, and the teacher who forgets this does so at his own risk. The frustrated reader finds something to do that isn't in the course of study! Vocational teachers who work with inner-city children must use many instructional techniques to accommodate the learning styles of all of their kids.

Topic II: Teacher Preparation for Disadvantaged College Youth

Speaker: Clyde W. Hall

The term disadvantaged youth has become a very popular one to describe a specific type of student attending educational institutions of this country. Most academicians classify students as disadvantaged when they have academic, socioeconomic, and cultural handicaps which will prevent them from succeeding in a regular middle-class school program. Usually these disadvantaged students manifest one or all of the following characteristics: (a) low-level reading ability; (b) limited formal vocabulary; (c) poor speech construction and diction; (d) relative slowness in performing intellectual tasks; (e) limited desirable experiences with social, cultural, and governmental institutions.

Student-Centered Approach

The typical student who enrolls in a predominantly black college has scores on the mathematical and verbal sections of the *Scholastic Aptitude Test* (SAT) of the College Entrance Examination Board of approximately 375 and 350, respectively, as compared with the national averages of 480 and 465 for entering college students. He probably has an IQ of 90 according to his performance on the *Otis-Quick Scoring Mental Ability Test*, and has made grade placements on the *Advanced California Achievement Test* of 8, 10, and 9 in reading, mathematics, and languages, respectively.

Success Attitude Approach

Teachers exercise strong influence on student motivation through their own expectations of what students can do. Since students' expectancies about success are vital factors in their aspirations, the teacher's appraisal of them and behavior toward them can increase or diminish their motivation.

Compensatory Approach

The theme of a college program for the disadvantaged must be "compensatory" in terms of time, pedagogy, environment, etc. This by no means should be limited to organized classroom experiences, but must include extra-curricular functions as well. The college community must provide a wholesome environment for many functions which cannot be duplicated in the communities from which the students came. One must remember that a disadvantaged student is not only handicapped academically, but socially, economically, and politically as well, and that he must be reached as a "whole person."

Topic III: Senior Urban Field Experience

Speaker: David F. Smith

Articles and books describing urban education have, in the past few years, begun to appear with increasing regularity. The American Federation of Teachers pointed out in its ***Tentative Summary Report for an Effective School's Program in Urban Centers:*** "Schools must guard against isolation from the community. We dare not encourage the cultural alienation which has created between disadvantaged children and their parents such tragic hostility, directed both at themselves and society." James Olsen, in an article in ***Changing Education***, summer 1967, stated: "New approaches to teacher training, a flexible curriculum, and closer work with parents can help educators break down the rising social and cultural barriers separating the school and the community." Traditional ways of teaching may not continue to suffice in ghetto schools. Teachers must make a greater effort to be pupil-oriented rather than subject matter dominated.

A proposal was made for a field experience as a starting point, and with the assistance of the State Department of Community Affairs, several faculty in the Department of Industrial Education began to develop an urban observation experience to include in the seminar.

Basically, the program was developed as follows: each student selected two agencies within the city of Trenton to observe. The agencies used in this program included the following: recreation, police, planning and development, schools, welfare, health, local community centers, UPI affiliated organizations, youth houses, manpower training centers, child guidance centers, churches, religiously oriented organizations, courts, and racially oriented groups.

Meetings were held with the directors of the various agencies involved to explain the purposes of the program and to get their suggestions as to how the observations might best be made. It was emphasized that the students were to concentrate on observation of the people within the community and on the cultural, economic, and social conditions under which they were living.

After the observations were completed, the students as individuals and in groups were given time to organize and record their observations and their reactions to them. Approximately two weeks after the observations, the entire class met, usually for two three-hour periods, to share experiences and reactions. The focus was on what individual teachers in their own schools could do with the kind of youth who live under the conditions that had been described.

INDUSTRIAL ARTS GENERAL SESSION

Tuesday, December 8
Theme: Evaluation in Industrial Arts
Chairman: Thomas Tsuji
Co-Chairman: Wes Ketcham
Host: James G. McMurry
Recorder: Chris Groneman

Topic I: Standardized Tests: A New Tool for Evaluating Industrial Arts Education—"An Overview"

Speaker: Hugh L. Oakley

The Cooperative Industrial Arts Testing Program had its origin in July, 1964, when three representatives from the American Industrial Arts Association, three representatives from the Industrial Arts Division of the American Vocational Association, and two representatives from the U.S. Office of Education met with test specialists of the Educational Testing Service in Princeton, New Jersey, to explore the need for and feasibility of developing such tests.

Despite the fact that the lack of a standardized curriculum posed a major barrier to the development of such instruments, the representatives agreed that a continuing program of evaluation was urgently needed, and that standardized measures, based on current curricular offerings, would serve as a starting point from which to evaluate both ongoing and innovative programs.

Pretests were developed and were administered in the spring of 1968 to schools selected in accordance with recommendations of educators and administrators in the field of industrial arts. Every effort was made to involve only those schools with industrial arts curricula of the type called for by the test specifications.

Ten final forms, two for each of the five tests in the series, were assembled on the basis of item analysis made of the pretesting results. These forms were standardized in the spring of 1969 and constitute the Cooperative Industrial Arts Test Series.

In conclusion, it should be emphasized that the Cooperative Industrial Arts Test Series came into being as the result of a joint effort on the part of many people who labored long and hard. Thus a new tool with which to evaluate Industrial Arts Education more effectively was born.

Topic II: The Role of the Profession and the Role of the Educational Testing Service (ETS) in Developing the Industrial Arts Tests

Speaker: Benjamin Shimberg

The Educational Testing Service undertook the development of tests for industrial arts courses (junior high school level) at the request of the profession. ETS's role was largely technical in nature—providing logistical support. The tests themselves were prepared by industrial arts teachers, industrial arts educators, and administrators of industrial arts programs at the state and local levels. Separate committees were established, one for each test area: general industrial arts, woods, metals, drawing, and electricity electronics. Under the leadership of test development specialists, detailed specifications and test plans were formulated.

The pretest sample was identified with the assistance of professional groups such as AIAA and AVA as well as industrial arts supervisors in various states. The pretesting was carried out in 54 schools located in 15 different cities in 10 states. On the basis of a detailed item analysis, test specialists developed two 50-item alternate forms of each test. These forms are comparable in content coverage and difficulty. The final forms were normed during May 1969. The tests are available from the Cooperative Test Division of Educational Testing Service, Princeton, New Jersey.

Topic III: Problems Involved in Using the Cooperative Industrial Arts Tests—Viewpoint of a Teacher Educator

Speaker: Rutherford E. Lockette

The appearance of Cooperative Industrial Arts Tests marks the beginning of an era in evaluation procedures as they relate to the establishment of norms by which to compare students in this field. This gives the obvious potential of facilitating evaluation of programs as they relate to each other. The disparity in industrial arts offerings will certainly come into focus and perhaps an interesting by-product of the observations made will be an earnest drive to make industrial arts programs on the baccalaureate and graduate levels truly comparable.

The tests purport to assess outcomes in instruction: that is, the level of achievement attained by the student. They will undoubtedly reveal more than this, such as: teacher effectiveness, breadth of course content, the adequacy of instructional aids, the particular focus of some departments, and the extent to which industrial arts objectives are being attained, as well as other strengths and weaknesses of industrial arts programs. The classroom teacher availed of this additional means of assessing students can determine from an analysis of scores obtained how his students rank with reference to the larger population of industrial arts students. The tests yield an index by which to estimate the effectiveness of courses of study as they are revealed by analyzing performance on specific test items and/or on specific groups of items.

The advantages of Cooperative Industrial Arts Tests include (a) the spread of knowledge tested within a specific industrial arts area, (b) the ease of administration which permits mass testing utilizing the various tests, (c) the yardstick they provide for estimating the comparability of programs.

The disadvantages relate to (a) the differences in programs from one school to another, and (b) the possibility that bias exists within the school relative to emphasis on a particular industrial arts area or even segments of a particular industrial arts area.

Without doubt these instruments will become a valuable tool to provide national data with reference to industrial arts offerings at the junior high school level. They will also point up the lag between current concepts of industrial arts and existing practices. They will reveal how adequately junior high schools are assimilating new concepts in the field.

Topic IV: Overcoming Problems Involved in Using the Cooperative Industrial Arts Tests

Speaker: Ralph V. Steeb

The Cooperative Industrial Arts Tests provide industrial arts personnel with another instructional tool for improving programs. A frequently-heard comment concerns the content of the tests. Some teachers feel that nationally-prepared tests are not compatible with local situations. Others who are attempting to teach new approaches to industrial arts fear that the learning outcomes of their pupils may not be adequate preparation for the seemingly traditional approach of the test organization. We will always be faced with the widely varying organization of industrial arts programs.

In answer to some of the questions raised, teachers may be assured that the tests were carefully constructed to include not only a wide range of content, but also items beyond simple tool manipulation. Another problem in using the test may be that teachers will not take the necessary time to analyze the test items and scores in order to draw generalizations individually regarding instruction and to determine weak spots or omissions. Teachers can, through test score analysis, assess the variety and scope of their instructional programs and the attainment performance achieved by the students. Questions raised by teachers concerning the use of these tests are answered in the instructional handbook. Reading the handbook convinces one that the tests are valid and reliable and that great care and statistical analysis have gone into their construction. Teachers should find the tests a helpful instructional tool.

INDUSTRIAL ARTS GENERAL SESSION

Wednesday, December 9

Theme: Fluid Power Society—Education Institute

Chairman: B. D. Hayes

Recorder: John Nagohosian

Topic I: Fluid Power Education at the Industrial Arts-Secondary Level

Speaker: Emory E. Wiseman

The Education Functional Section of the Fluid Power Society is concerned about the high school student having an opportunity to explore the fluid power industry along with other industrial aspects of our society. Also, because of the shortage of qualified, practicing specialists in this fast growing industry, the society is interested in attracting youth to the industry to help alleviate the shortage of personnel that now exists in nearly all segments of the fluid power industry.

It is an obvious fact that power programs are becoming a part of industrial arts programs on an ever-increasing basis. The question then arises as to the sources or methods used to implement power programs. Listed are a number of ways in which these programs are known to have become a part of school curricula:

1. Power mechanics programs including fluid power serve as media for acquainting students with the service industries. It is an established fact that 65 percent of people gainfully employed are now in tertiary or service industries, while the remaining 35 percent are associated with the production of materials for consumer use (Luck, 1967).
2. Power-producing and power-transmitting devices are a part of nearly every segment of industry. Students of all interests should become acquainted with the power sources that drive the machines upon which they depend.
3. Student interest is exceptionally high. For example, most male students are fascinated by engines and motors and have a desire to learn about them.
4. One of the strongest arguments that can be presented to school officials is that a great number of students can be served for the dollars invested. In other words, a complete power mechanics laboratory, including commercially purchased fluid power training models, can be equipped for no more than the cost of one machine in some other areas of industrial education.

The intent of this presentation has been to provoke channels of thought which might be relevant to specific situations. Hopefully some of these suggestions will aid various schools and their staff in considering the teaching of fluid power whether it be a part of a power mechanics program or a separate entity. The Education Functional Section of the Fluid Power Society is willing to do anything within its ability to provide information that will help in the development of fluid power programs.

Topic II: Continuing Education

Speaker: George Altland

The definition of "continuing education" seems to vary with the person being asked. Abstracted from the many versions I have received, my own interpretation for the purpose of this paper will be: "any formal program which tends to extend a person's knowledge." These programs are often but not necessarily job-oriented, and most of the people questioned seemed to agree that the programs are *not* usually degree-oriented.

Many people credit World War II with giving the fluid power industry the impetus it needed to become one of our foremost means of transmitting and controlling power. It was also during World War II that the need for training in the application and maintenance of this new medium became apparent. In an effort to meet this need, Vickers Incorporated (now the Vickers Division, Sperry Rand Corporation) began offering courses to military personnel.

While public school teachers had been enrolled in training as early as 1963, it was the 1964 Fluid Power Institute at Wayne State University in Detroit that truly generated interest among educators. In fact, since that time an arrangement has been made through Dr. G. Harold Silvius at Wayne State University to enable in-service teachers to obtain credit for attending our courses.

It might be well to mention also that discounts to schools are available throughout the industry, and suppliers in your area can assist you in selecting components or equipment to suit your requirements.

Topic III: Vocational-Technical Education

Speaker: Stuart Vorpagel

What can the Fluid Power Society do to assist you, a vocational-technical educator, in establishing and operating a successful fluid power program? As I see it, there are six areas where a great deal of help can be gained from the Fluid Power Society.

The Fluid Power Society can aid in determining the need for training in your area. The first step in determining the need for training is defining who uses or works with fluid power in your area. The people who make up the Fluid Power Society are usually the very people who are directly involved in the manufacture, distribution, and use of fluid power in companies. They are also best qualified to determine the type of training and the number of trained people the area needs. Once the need for fluid power technicians is established in an area, a curriculum must be developed to provide the training needed. At this point an advisory committee should be formed, made up of people representing the various areas of fluid power activity. The curriculum developed must achieve at least three objectives:

1. It should prepare the graduate to be a productive employee in an entry level fluid power technician job.
2. The broad training, along with a reasonable amount of experience, should enable the graduate to advance to a position of increasing responsibility.
3. The foundations provided by the training must be broad enough to enable and motivate the graduate to do further self study within his field or to enroll in additional courses.

The final area I want to discuss is that of job placement. Students should be encouraged to attend the local society meeting. Here they will meet and talk with prospective employers. A number of salesmen also belong to the society and have a number of daily contacts with prospective employers which can then aid the graduates in establishing contacts.

The Fluid Power Society can be of help in the development of a strong fluid power program in several areas: (a) determination of need, (b) development of curriculum, (c) faculty recruitment, (d) facility development, (e) student recruitment, and (f) student placement.

Topic IV: A Second Look at Fluid Power Education in Teacher Preparation Programs

Speaker: William D. Wolansky

What I am going to say is organized around five points, as follows:

1. Designing a curriculum
   A concerted effort needs to be made to establish what minimum content and competencies a teacher must possess to teach at the secondary and post-secondary level.
2. Development of curriculum
   An in-depth and comprehensive curriculum needs to be established for industrial education teacher preparation in fluid power technology much beyond the current survey courses that are being implemented in many teacher education institutions.
3. Development of a teacher education center
   A teacher education center for fluid power instruction would have the responsibility to implement the curriculum resulting from the efforts of the curriculum committee. The staff at such a center could field-test the pilot program. Resource personnel from industry and the Fluid Power Society chapters could be enlisted for providing needed expertise in

specific areas of fluid power instruction.

4. Determining program effectiveness
   An evaluation of teacher competencies and project impact upon the improved educational opportunities for fluid power instruction at the secondary and postsecondary levels should be made by the teacher education center for fluid power. Necessary modifications and curriculum improvement would be made as the program got under way.
5. Dissemination of the program
   It would be desirable that the center provide a nucleus of teachers with in-depth preparation to staff other teacher education institutions. The center could also provide in-service workshops to upgrade the competencies of practicing teachers in fluid power instruction.

INDUSTRIAL ARTS BUSINESS MEETING

INDUSTRIAL ARTS DIVISION MEETING

Tuesday, December 8
Presiding: Rutherford Lockette
Secretary: Richard C. Erickson

1. The meeting was called to order at 10:30 A.M. by Vice-President Rutherford Lockette, with 61 members of the Division and guests present.
2. Minutes of the Division meeting on December 9, 1969, were read by the secretary and approved as presented.
3. Vice-President Lockette announced a needed change in the Operating Policies for the Industrial Arts Division and outlined the rationale for this change. It was moved and seconded that the outlined change in the Operating Policies be adopted as divisional policy. The motion carried.
4. Leslie H. Cochran, chairman, distributed and reviewed a formal membership committee report:
   - — Division membership currently stands at 1120 members
   - — The membership goal for next year is 1650 members
   - — Membership is up 18 percent over this time last year
   - — Basic programs were outlined, and committee activities for the past year were presented.
5. During the election of officers the secretary presented the following Nominating Committee report, listing nominee, position, and date of term expiration:
   Hugh Oakley, Teacher Education (December 31, 1973)
   James Boone, Postsecondary (December 31, 1973)
   Carl Wallis, Adult Education (December 31, 1971*)

*Wallis was nominated to complete the unexpired term of Fred Dreves. Nominations from the floor were not forthcoming. It was moved and seconded that a unanimous ballot be cast for all nominees. The motion carried.

6. Ernest Minelli, chairman, distributed and reviewed a formal Publications Committee report:
   - — Members were advised to order their copies of ***Innovative Programs in Industrial Arts***.
   - — Walter Brown and his committee were commended for their efforts with respect to ***Innovative Programs in Industrial Arts***.
   - — ***Evaluative Criteria for Industrial Arts Education*** will be coming out soon.
   - — The ***Industrial Arts in Education*** manuscript is ready except for a statement of rationale for industrial arts education.

   - A companion piece for implementing *Guide to Improving Instruction in Industrial Arts* is in the works.
   - The General AVA Publications Committee has been responsible for 13 publications this past year and expects to double this output next year.
   - Divisional committees were advised to review their efforts and accomplishments for publication possibilities that should be brought to the attention of the Publications Committee.
7. Herb Siegel, chairman of the Resolutions Committee, reported that a resolution calling for AVA to encourage Congress to include industrial arts in future legislation relating to the Vocational Education Act of 1963 and the 1968 Amendments has been passed by the AVA Board of Directors.
8. Carl Wallis, chairman of the Awards Committee, distributed and reviewed a formal report and announced and presented the following Industrial Arts Division awards for this year:
   - Certificate of Appreciation for Program Participation—Lone Hodges
   - Leadership Award—Frederick Kagy
   - Service Award—Joseph Carrel.
9. Rutherford Lockette distributed and presented a formal vice-president's report emphasizing concern for and some relationships between the Division, industrial arts education, and the socioeconomic welfare of the nation. The main points were as follows:
   - Lack of an expanding membership is a major problem facing the Division.
   - *Innovative Programs in Industrial Arts* is available.
   - *Metric Study: Industrial Arts Education* has been completed.
   - A sweeping resolution supporting the funding of industrial arts has been approved by the Board of Directors without a dissenting vote.
   - Legislation indicating that industrial arts *programs* are eligible for funding as they direct attention to the needs expressed in vocational legislation is needed.
   - A comprehensive manpower bill that has far-reaching implications for industrial arts has passed both houses of Congress and is being adjusted in joint committee.
   - The Division is in the process of establishing a much-needed communication system between the vice-president, IAPC, and the membership.
   - Three important publications are the following: *Improving the Welfare System, Training and Jobs for the Urban Poor,* and *Education for the Urban Disadvantaged.*
10. The meeting was adjourned at 11:45 A.M.

NEW AND RELATED SERVICES DIVISION

ALL SECTIONS
Proceedings Recorder: Mary L. Ellis
Director, Technical Education Research Center
Washington, D.C.

MANPOWER SECTION
Proceedings Recorder: Paul B. Hansen
Local Administrator, MDTA
Milwaukee Area Technical College

RESEARCH SECTION
Proceedings Recorder: Arthur M. Lee
Director, Arizona Research Coordinating Unit
Northern Arizona University

VOCATIONAL INSTRUCTIONAL MATERIALS SECTION
Proceedings Recorder: Clyde Hostetter
Director, Vocational Education Productions
California State Polytechnic College

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NEW AND RELATED SERVICES DIVISION (ALL SECTIONS)

Divisional Policy Committee

Donna Seay, Vice President, New and Related Services Division, called the meeting to order at 9:00 A.M., December 4, 1970. The following people were present: Merle Bodine, Vernon Burgener, Mary Ellis, Earl Hay, Sidney High, Arthur K. Jensen, Arthur Lee, Bernie McAlpine, John W. Matthews, Duane Nielsen, Joe Tuma, Paul Winston (guest).

Minutes of the March 6, 1970, Policy Committee Meeting were presented and approved:

Mrs. Seay asked the following people to give annual sectional reports: Arthur K. Jensen, Vocational Instructional Materials; Vernon Burgener, Research; and, Merle Bodine, National Manpower Training Association.

The reports are presented in the respective sections.

The revised NRSD policies were presented and discussed. Arthur Jensen moved that the policies be approved. Merle Bodine seconded, and the motion carried.

Mrs. Seay reported that the AVA Board approved a budget item for each sectional group to have a representative at the AVA spring meeting for program planning.

She submitted a tentative agenda for the NRSD Business Meeting on Tuesday, December 8, 1970, 9:00 to 10:30 A.M. The Policy Committee agreed that the election of the NRSD vice president be by ballot vote. Mrs. Seay requested that Merle Bodine, NMTA, have three NMTA persons hand out ballots and count the votes, since NMTA is not eligible to have a vice president this time. (The NRSD vice presidency is currently filled with a representative of the NMTA).

Currently, a NRSD brochure is being developed.

Appointments for the NRSD Policy Committee were discussed. Mrs. Seay will furnish names of new appointees to the AVA office.

The NRSD Nominating Committee endorsed Arthur Jensen, Vocational Instructional Materials Section, and John Coster, Research Section, as nominees for vice president of the New and Related Services Division.

During the meeting, Mrs. Seay presented the annual report of the vice president of the New and Related Services Division. The report is as follows:

Since the New and Related Services Division is made up of three organized groups active in vocational and manpower training, this report will include an annual report from the three groups: Research, National Manpower Training Association, and Vocational Instructional Materials.

Meetings

The Policy Committee for NRSD met in Boston at the AVA Convention and then on March 6 and 7 at the AVA spring conference in Arlington, Virginia. At the spring conference the Policy Committee recommended changes for the Division's policies which would be consistent with the amendment made in the AVA Bylaws at the delegates' meeting in Boston.

Convention Plans

Program Plans were made for the AVA Convention in New Orleans. NRSD is having one combined meeting with the Health Division. Other than the NRSD business meeting, there will be separate program meetings for each organized group in NRSD.

Recommendations for Policy Committee

Recommendations for the new members to fill the vacant or expired terms on the

NRSD Policy Committee include: Arthur Lee, Earl Hay, John K. Coster, and Arthur Jensen. Other recommendations will be made after the election of the NRSD vice president.

Nominees for Vice President

The Research group nominated John K. Coster, and Vocational Instructional Materials nominated Arthur Jensen. Both nominees will be presented to the Division's Nomination Committee (the Policy Committee) on Friday, December 4, 1970, for approval.

Metric Conference

Each of the AVA Divisions had a representative present a paper at the National Metric Conference held by the Bureau of Standards, Department of Commerce, on October 15. A paper entitled "Essentials for Planned Metrication Within Manpower Training Programs for Adults" was presented by the NRSD vice president, Donna Seay.

Comprehensive Manpower Act

The AVA staff reviewed with the vice president the status of the pending legislation and the action taken by them to ensure vocational education's role of providing manpower training on the state and local levels. Copies of correspondence between Lowell Burkett and the Assistant Secretary for Manpower were also made available.

Approval of Program Chairman

The AVA Board of Directors approved the NRSD request for a budget which would provide travel for one NRSD program chairman and three other program chairmen, one for each of the organized groups in the Division, to meet at the spring Conference for program planning.

Professional Meeting

The professional meeting followed the General Business Meeting of the Division on Tuesday, December 8, 1970. Approximately 150 people attended. Donna Seay, vice president, New and Related Services Division, served as chairman. Phil Teske served as recorder, and Betty Simpson was the hostess. Mary Ellis introduced the speaker, who was Robert E. Pruitt, Director, Division of Comprehensive and Vocational Education Research, U.S. Office of Education. Following is a digest of Mr. Pruitt's remarks:

Assumptions and Issues in Vocational Education

Vocational Education Programming Alternative Approaches

1. Cognitive development is used as the basis for organizing and sequencing learning experience, while psychomotor development is used to enrich or give more meaning to the cognitive learning.
2. Learning experiences should be organized and sequenced on the basis of job hierarchies. Cognitive and affective capabilities should be taught at a time and in a form that contribute to the psychomotor capabilities.
3. Shops should be provided which give students an opportunity to develop a variety of skills, not necessarily all directed to specific occupations.
4. Instructional offerings are most effectively organized around separate industrial needs. The Ohio State University Industrial Arts Project, where they have developed materials entitled "The World of Construction" and "The World of Manufacturing," is an example of this type of organization.
5. The instruction is best organized on the basis of a cooperative program. In this kind of training a student would secure his skill development in a place of employment and receive his academic training at the school.

Assumptions Identified with Respect to Vocational Education

1. Vocational education contributes to the employability of students.
2. Vocational education must prepare the student for available or anticipated useful employment opportunities.
3. A career is a way of life rather than a time-consuming job.
4. Vocational education must be an integral part of the educational system with regard to philosophy, organization, administration, supervision, facilities and equipment, curriculum, evaluation, etc.
5. Education must prepare people (a) for living and (b) for earning a living.
6. Relevance is a criterion for the content and methodology of the vocational education program.
7. Occupational education must develop from a broad base in the early years to more specialized programs in later years, as individual interest and needs are identified.
8. The school should use all the resources of the community to serve the needs of all the people of the community.
9. An increasing portion of educational activities will be conducted outside the traditional public school system.
10. The faculty and/or institution must operate on the philosophy of guiding the individual student along with teaching him subject matter; the guiding process should be keyed to a "zero reject" goal, with appropriate incentives and rewards on a continuing basis.
11. The vocational opportunity for a student is enhanced when the instructional program provides for vertical, horizontal, and diagonal mobility educationally and occupationally.
12. Individualized, self-paced, multi-media instruction requires self-instructional packages and the maximum use of educational technology, thus releasing the teacher for activities that humanize the learning environment.
13. Accountability requires that objectives be stated in performance or behavioral terms.
14. Vocational and academic education have a complementary relationship to each other.
15. Vocational education should assume an increased responsibility for those who have failed heretofore.

Educational Objectives

ISSUES

What are the issues that curriculum makers must face? Relevance certainly heads the list as we look at the learning needs for all students, with their variations in abilities. We have recognized that relevant education is dependent upon the selection of integrated educational experiences that meet the performance needs of each student. However, with the university professor in control, most of the curriculum development of the past decade has turned out to be curriculum needed to pass the next discipline-oriented course.

In mid-century, Ralph Tyler was telling his students that the needs of the discipline represent only one approach to organizing a curriculum. He also noted that curriculum could be organized around the present and future personal needs of individuals or around the needs of the social order. It is becoming increasingly obvious that we must pay attention to all three of these factors in the identification of objectives and learning materials to provide a comprehensive set of learning activities for a multi-option, relevant curriculum.

Another issue related to performance objectives is individualization. Most secondary schools are now structured to present science in a traditional patter of biology, chemistry, and physics. Mathematics is presented in algebra, geometry, advanced algebra, solid geometry, and trigonometry. If we are to meet the educational needs of all students, particularly those in career-oriented programs, we must be flexible even with the so-called academic subjects in presenting learning experiences in the *form* and at a *time* relevant to the career plan of each student. This means that for some students, some knowledge, concepts, and principles of physics should be introduced before grade 12. Other students with different career orientation may not need principles in physics until grade 12. Indeed they may not need them at all.

We have long argued that students learn at different rates. Yet there is a dearth of instructional materials and a paucity of educational practices to enable a teacher to accomplish the goal. This all indicates our lack of commitment to individualization in terms of learning rates. We move from one topic to another whether a student has learned or not. In many instances such a procedure guarantees subsequent failure because the topic not learned is a prerequisite for the new objectives.

A third issue relates to learning styles. Most schooling is conducted from books (principally textbooks) and teacher speeches. We know enough now to be sure that students will learn better if a broader range of learning media and various grouping options are available to them. We are beginning to learn that some kinds of learning media and some kinds of approaches are most effective with students having particular sets of characteristics.

GOAL SETTING

Persons concerned with the educational enterprise have always been concerned about objectives. However, they may have expressed their objectives in other terms, such as goals or principles. Whatever the words used, the statements amount to expressing the objectives of the educational program. In colonial times, people talked about the "three R's" (reading, writing, and arithmetic). These three goals were rather universally accepted. Individual schools may have added other dimensions, such as religion, morality, or occupational training.

By 1918, a committee of the National Education Association, the Commission on Reorganization of Secondary Education, proposed a set of Seven Cardinal Principles. These seven principles were significant in that they expanded considerably the mission of the schools to include instruction in such matters as health, home membership, use of leisure time, vocational education, citizenship education, and ethical character.

Since 1918, there have been actions through the Education Policy Committee to elaborate on the goals of education. In 1959, the Educational Policy Commission issued the following statements about elementary and secondary school curriculums:

> The elementary curriculum: "It should emphasize reading, writing, arithmetic, speaking, and listening—the basic skills of the civilized person and the foundation of further intellectual growth." It should "help pupils to acquire ideas, information, understanding, and skills in the social studies, science, music, and art. It should promote understanding and the importance of learning and of intellectual values. It should teach pupils that people live, think, and speak in various ways . . . .
>
> The secondary school curriculum: "The programs of all secondary-school students should include English, social studies, science, mathematics, and fine arts, as well as physical and health education . . . . There should be commercial, vocational, technical, and homemaking courses designed to develop skills which have social or economic value . . . . There should be advanced courses in mathematics, statistics, biology, chemistry, physics, geology, astronomy, music, art, literature, creative writing, history, geography, sociology, and world

> affairs. At least one modern foreign language should be offered . . . and no less than a three-year sequence is needed to permit learning to the point of effective use . . . . The superior secondary-school curriculum . . . promotes forms of learning which require more than subject matter or factual knowledge." It also develops "attitudes, standards, and skills."

You will note from this statement that little change in goal-setting took place between the years 1918 and 1959.

However, by mid-century some significant thinking about objectives was being pursued by a few individuals. Ralph Tyler's work around 1950 is probably recognized as of major significance for present day developments. In 1950 Tyler said:

> Many educational programs do not have clearly defined purposes. In some cases one may ask a teacher of science, of English, of social studies, or of some other subject what objectives are being aimed at and get no satisfactory reply. The teacher may say in effect that he aims to develop a well-educated person and that he is teaching English or social studies or some other subject because it is essential to a well-rounded education. No doubt some excellent educational work is being done by artistic teachers who do not have a clear conception of goals but do have an intuitive sense of what is good teaching, what materials are significant, what topics are worth dealing with and how to present materials and develop topics effectively with students. Nevertheless, if an educational program is to be planned and if efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. All aspects of the educational program are really means to accomplish basic educational purposes. Hence, if we are to study an educational program systematically and intelligently we must first be sure as to the educational objectives aimed at.

The Russel Sage Foundation-sponsored mid-century conference report contains these introductory words:

> The Mid-Century Committee on Outcomes in Elementary Education was assembled to describe for educators, test-makers and interested citizens the measurable goals of instruction in our American elementary schools. Though other groups and individuals have specified some of the outcomes sought by the schools, or have described the subject matter and activities of schools, there has long been a need for a comprehensive and authoritative survey of elementary schooling, with primary emphasis on behavioral goals. Such a survey should identify desirable attainable objectives so that they may be susceptible to measurement, evaluation, and critical philosophical analysis.

You will note from these two quotes the emergence of the idea of precisely stated objectives that can be evaluated in behavioral changes.

In spite of the few pioneering efforts, there was very little concern about statements of objectives and very little evidence that they made much difference in what teachers did.

Within the last 10 years, with the increased concern in educational accountability, the need to improve teacher learning strategies, the greatest sophistication in educational technology, and the identification of three domains of knowledge, we have become very serious about more precise statements of objectives.

OBJECTIVES, INSTRUCTIONAL PROCESS, AND EVALUATION

Much has been said and written about the relationship of objectives to evaluation. Certainly the precision of the evaluation can be no more exact than the precision by which goals are stated.

We have paid less attention, however, to the effect of goal-setting on the instructional process. Carefully selected and thoughtfully organized objectives do not necessarily assure that the graduates of our schools will have secured the capabilities to cope with their world.

It is interesting to note the various ways that different educational specialists are approaching objective specifications. We have seen the linear type behavioral scientists chop the program into little "bits." Learning was assumed to have occurred if the learner could demonstrate that he had mastered 85 or 90 percent of these little pieces under prescribed circumstances. Little attention was given to a concern that the pieces could be put together in such a way that broader goals were achieved. Too often learning packages produced by this emphasis resulted in students' learning alone from the printed word so that teaching became a matter of merely recording the "bits" mastered.

We have also had the behavioral scientist who designed programmed learning according to a branching approach. In these programs broad objectives and prerequisite capabilities were identified. Prerequisites could be bypassed if a student could demonstrate his ability to achieve the broader objectives.

During all this time practitioners were misled by the hardware of people who were selling teaching machines rather than instructional programs based on carefully designed objectives, teaching and learning strategies, and evaluation measures.

We have also been confronted in the last decade with educators who have declared that the resolution of the education problems rests with the teaching of concepts. There is little in the literature to indicate that most disciples of this cult took time to explain what they meant by concepts, or even to make clear what a student would be able to do with this collection of concepts that he could not do before.

Recently we have listened to the educators who have proclaimed that the major purpose of education to be problem-solving and decision-making. These people have looked at the earlier efforts and have tried to make sense of both program instruction and concepts by combining the branching programs and recognizing that concept development is prerequisite but not to be equated with decision making. They note that concepts are essential in formulating principles and that these principles enable us to deal with problems. The branched program approach permits us to look carefully at prerequisites for new learning.

Some of our colleagues who have been frustrated over the notion that objectives must be stated in precise terms have turned to objectives which they call process objectives. These objectives may not be too different from the terminal objectives expressed by some of the behaviorists. However, the process objective educators recognize that certain kinds of educational development are long term and often life-long efforts. In science, for example, ability to analyze data is not something you have or do not have. In citizenship, participation in local government is not a thing we can do or cannot do. Appreciation of literature is not a you have or do not have kind of thing, but something that we hope will develop over a life span.

Another concern is the interrelationship of objectives of different types. In vocational education for example, we have talked about the blending of the academic and the vocational. I would rather state this concern in different terms. We have identified three principle domains of knowledge—psychomotor, cognitive, and affective. People often think that we can just say that we ought to bring about an effective blending and it will happen. I believe that blending the three domains of knowledge is one of the most complex problems facing educators today. Much research, hard thinking, and development are required to deal effectively with this problem.

What about humanistic educators? They believe that the concern for each learner as a human being is more important than the objectives sought for or the subject matter taught. Educators with this orientation have often felt threatened by the narrowness of other educators who misuse performance objectives and utilize inhuman management strategies. They are disconcerted when they hear other educational leaders proposing that students learn alone with a big dehumanizing computer monitoring and directing by numbers the individual's progress toward insignificant goals.

However, we are approaching the level of sophistication so that in the next five years we can effectively combine the process objectives, performance objectives, and problem-solving capabilities which integrate the three domains of knowledge in a humanistic educational program. We can provide education that is relevant to the vocational, citizenship, and personal goals of all students. We can provide an education that will equip each student for this role as a worker, citizen, and self-fulfilling individual.

PROCEDURES

To accomplish this means much research, hard headed thinking, and evaluation. We must continually reassess jobs, citizenship, and self-fulfilling needs of learners under a variety of personal and societal conditions. This must be done in the context of the three domains of knowledge. From this assessment of needs we must design and continually redesign process or life-long goals which will be translated into a set of behavioral or performance objectives as indications of progress toward the process goals. These behavioral performance objectives developed through the branching technique must be ordered in a way that is most relevant for each learner. Having designated the objectives, learning experiences which will accomplish the objectives must be selected, multi-media approaches must be identified, and appropriate evaluation measures designed. All of this must be managed in the classroom in a way that maximizes the humanistic process. Once the nature of the learner needs are conceptualized and the kind of materials that will meet the individual needs of students are identified, management objectives need to be planned and packaged for curriculum developers, classroom teachers, and administrators. These are monumental tasks, and perhaps we at the present time have only the knowledge to go part way. We have, however, made a start.

Individualized Learning

1. Individualized learning may mean (but does not necessarily mean) learning alone. Much learning must be done in a social context.
2. Individualized learning requires learning materials that are primarily self-instructional.
3. Individualized learning requires learning materials that can be sequenced according to individual needs and goals, that is, self paced and tailored to a variety of learning styles and requirements varying from the practical to the theoretical.
4. Individualized learning must provide for the proper blending of psychomotor, cognitive, and affective capabilities to maximize the learner's capabilities to hold a job and "live a life."
5. An instructional management system must be provided to monitor the learning process while freeing the teacher to humanize the learning environment effectively.

General Business Meeting

The meeting was called to order at 9:00 A.M., December 8, 1970, by Donna

Seay, vice president, New and Related Services Division. Approximately 105 people attended the meeting.

Mrs. Seay gave the annual report as outgoing vice president of the New and Related Services Division. (See report of the Policy Committee Meeting, New and Related Services Divison, for the context of her report.) In addition, Mrs. Seay briefed the members on the status of the pending Comprehensive Manpower Legislation (which was in Conference Committee at the time).

Upon completing her report, Mrs. Seay asked the following people to give brief oral reports concerning the annual activities of each section: Arthur Jensen—Vocational Instructional Materials Section; Jerome Moss—Research Section; Merle Bodine—National Manpower Training Association Section. (Refer to each sectional report for complete details.)

Mrs. Seay announced that the nominees for vice president of the New and Related Services Division were Arthur Jensen, Clemson University, nominated by the Vocational Instructional Materials Section of the Division, and John Coster, North Carolina State University, nominated by the Research Section of the Division. (Since Mrs. Seay was elected vice president while representing the National Manpower Training Association (NMTA) Section of the New and Related Services Divison, the NMTA was not eligible to submit a nominee). Mrs. Seay then called for nominations from the floor. It was moved, seconded, and carried that nominations be closed.

Mrs. Seay invited Earl Hay to introduce the Vocational Instructional Materials Section nominee, Arthur Jensen, and Jerome Moss to introduce the Research Section nominee, John Coster. Ballots were distributed for voting. The ballots were counted and Mrs. Seay announced the election of Dr. Coster as vice president, New and Related Services Division.

At Mrs. Seay's request, Cleve Loman gave a brief oral report as the NRSD representative on the AVA Advisory Council. Mr. Loman asked for comments and recommendations, but no comments or suggestions were offered by the members.

Mrs. Seay called for any additional new business, but there was none.

The first elected vice president of the New and Related Services Division, Mrs. Seay, closed the meeting by indicating that serving as vice president of the newly created Divison had been both challenging and rewarding. The members of the Division gave her a standing ovation as an expression of gratitude for her leadership and hard work as the first elected vice president of the New and Related Services Division.

The meeting adjourned at 10:00 A.M.

MANPOWER TRAINING SECTION

Business Meetings

The National Manpower Training Association Board of Directors meeting was held on December 5 with Association President Merle Bodine presiding. The agenda for the business meeting and the treasurer's report were reviewed and approved. A Nominating Committee to submit a slate of national officers was appointed.

The annual business meeting of the National Manpower Training Association was held on December 7 with Merle Bodine presiding and 70 persons in attendance. The treasurer's report was approved as printed. The National Manpower Training Association constitution was corrected to provide for 10 directors to correspond with a new 10-region format. A proposal to submit a resolution to the AVA Resolutions Committee concerning the role of women in occupational training was approved. The Nominating Committee submitted the following slate of officers: president, Arthur E. Vadnais, Minnesota; vice president, Charles W. Phillips, Washington, D.C.; secretary, Rolf T. Bjornson, New York; treasurer, Milton J. Tankersley, Florida. There were no further nominations from the floor and the slate, as presented, was unanimously accepted. Regional directors were nominated and elected to fill vacancies—in Region II, Herman A. Kressel; and in Region IX, John Dutton. Regions I, VIII, and X were not represented and directors' vacancies in these regions will be filled by presidential appointments. A discussion on membership indicated that many AVA memberships were being incorrectly credited to T & I, and that if this were clarified and corrected National Manpower Training Association would have more than the 1,000 members the AVA requires for a separate division.

Professional Meetings

The Manpower Section was able to attract high quality speakers and the sessions were well attended.

The first meeting was held on December 6 and presentations were given by Sar A. Levitan of the Center for Manpower Policy Studies at George Washington University, and by Howard Matthews, Director, Division of Manpower Development and Training, USOE. Levitan spoke on "Manpower Training in a Recession," and indicated that there is a recession in the sense that over one million more people are now looking for work and hundreds of thousands more will leave the labor market because of it. He recommended that manpower programs for tight labor markets be adjusted for these circumstances as follows:

1. When unemployment rises, manpower expenditures should be shifted into areas of public employment and training.
2. Enrollees are likely to stay longer in institutional programs, and these can concentrate on basic education and the more serious problems of marginal workers.
3. The Employment Service must increase job development and placement efforts for those recently unemployed.

He believes there will be a renewed emphasis and reliance upon institutional training, that the disadvantaged will be de-emphasized, and that there will be a swing-back to blue-collar training.

Matthews spoke on federal manpower legislation, prefacing his remarks by disagreeing with Levitan's position that emphasis in training would be for the blue-collar worker. He indicated that the emphasis would be on the non-productive occupations, such as sales, real estate, and government, citing the increasing employment in those areas. As an example, he noted that there are now 80,000 units of government in the country; consequently, jobs in the future will be in the theoretical areas rather than in manual pursuit. Turning to his own topic, he noted that the Senate and House versions of the Comprehensive Manpower Act were in a 33 member Senate-House Conference Committee. Present progress seemed to favor the Senate version, which includes six special categories for special aid and a larger appropriation for public employment. He indicated that transitional problems in moving to a Comprehensive Manpower Act were monumental in that $275,000,000 in MDTA projects will be on the books on July 1, 1971, without any provisions to transfer authority, equipment, and supplies to other agencies. There is, however, a commitment to keep MDTA funds available for existing MDT personnel for an orderly transition.

The second meeting was held on December 6. Elizabeth J. Simpson, Research Associate with the National Center for Educational Research and Development of the USOE, in her presentation, "A Viewpoint of Women Power and Women's Lib," included a justification for expanded vocational opportunities for women and pointed out that vocational education has made little response to the women's rights movement. Women today account for nearly 38 percent of the 80.4 million persons in the civilian work force and most of them carry the responsibility of homemakers in addition to their outside-the-home occupations. She recommended that girls and women be given the opportunity to prepare for occupations in any field of endeavor that interests them, including appliance repairs, construction work, ornamental horticulture, veterinarian aide, environmental management, and transportation. Vocational educators should be involved in expanding the vocational self-concept of girls, helping to find answers to the problems of day care for children, and promoting trial of new work patterns for women. Charles Phillips, U.S. Department of Labor; Arthur Lee Hardwick, U.S. Office of Education; Mary Ellis, Director, Technical Education Research Center; and Trumbull W. Kelly, Division of Rehabilitation of the State of California, reacted to the presentation and participated in a general discussion. It was then recommended that a resolution be submitted to the AVA Resolutions Committee to support the proper role of women in society.

The theme of the third session, held on December 7, was "Manpower Training Needs." Morris Riger, U.S. Department of Labor; Ann Donovan, U.S. Office of Education; and John Burnell, Executive Secretary of the New York City Central Labor Council, spoke on "Upgrading and Retraining Needs." Morris Riger indicated that for eight years manpower programs have grown through a combination of new program ideas and redirection of old ideas, but that upgrading programs were de-emphasized in favor of basic education, prevocational training, and entry-level training. The Comprehensive Manpower Act has a whole title devoted to upgrading and another title that would permit broad upgrading explorations. He recommended that the definition of upgrading be re-evaluated and broadened, and that realistic goals and means for measurement of achievement be established. We should opt for a broad-gauged approach to upgrading on the basis that by upgrading or stimulating the advancement of workers in dead-end jobs we will be leading toward a more dynamic and productive economy.

Ann Donovan stated that consideration of upgrading must start with people, and that, in broad general terms, upgrading is making alternatives possible to people. She expressed surprise that upgrading is considered something new; it appeared in early vocational education legislation as Type C, Trade Preparatory Training. This was narrow because upgrading opportunities were available only in the specific trade in which the individual was employed, a restriction which the Vocational Education Act of 1963 eliminated.

Manpower educators should be involved in task forces that deal with upgrading. The technical era in which we live must put priority on upgrading, and educators should be involved in the planning for these programs.

John Burnell said that gainful employment is the only respectable means of receiving monetary reward in our money-oriented society. The type of job an individual has determines his status in the community and his style of living. His family's home, clothing, food, and more importantly, his children's education are determined by his working status. Therefore, in our modern society, there can exist neither political orientation nor educational philosophy that does not include the world of work. A youngster's future in the working world is largely dependent on the quality of education. If the road to prosperity is a job, then the vehicle up the path is education and training. An essential part of the solution revolves around how effectively disadvantaged youngsters can be educated and trained to meet the needs of the present job market. If we do not establish a sound relationship between the school and the world of work, the students from the ghetto are going to be effectively isolated from the mainstream of our economic society. Burnell then outlined a project at the August Martin New Queens High School in New York that combines the work and education worlds.

Robert J. Brown, Associate Manpower Administrator for the U.S. Training and Employment Service, spoke on the administration plans for manpower development. He outlined the history of manpower legislation from the Employment Act of 1946 to the Manpower Development Training Act of 1962, concluding with a review of the Comprehensive Manpower Act which is presently in House-Senate Conference Committee. Under this Act, an opportunity for a gainful, productive job is pledged to every American seeking work. The Act aims to meet the diverse needs of all people in finding and holding jobs and is to be made more effective as an economic stabilizer by providing for Public Service Employment. He indicated that two principal reforms were included in the CMA—the decategorization of funding, and the decentralization of administration to prime sponsors at the state and local levels. The prime role of educators, particularly vocational educators, has been written into the CMA at many points, and the House Report spells out this point in great detail. The use of vocational schools, area skill centers, and postsecondary schools and educational institutions—both public and private—is emphasized. All prime sponsors must maintain Manpower Services Councils which must be staffed with representatives from education, vocational education, and community postsecondary institutions. These councils shall assist in planning and evaluation. Prime sponsors get a financial bonus if they coordinate and cooperate with agencies administering vocational education programs, and the Secretary of HEW has "concurrent power of approval" over the educational components of applications for comprehensive services programs.

The fourth meeting, held on December 8, was a breakfast meeting attended by 88 MDTA state and local personnel. Howard Matthews reported on the progress of the House-Senate Conference Committee on the Comprehensive Manpower Act.

The fifth meeting, held on December 9, was concerned with evaluation of manpower institutional training. Garth Mangum, Human Resources Institute, University of Utah; Rupert Evans, Professor, Vocational and Technical Education, University of Illinois; and Cynthia Deutermann, Division of Manpower Development and Training, USOE, spoke on skill center evaluations. Garth Mangum reported on a skill center evaluation which had been completed involving 19 centers; he indicated that reports would be available in the near future. The evaluation covered the locale of the centers, types of facilities, sponsors, administrative responsibilities, characteristics of the enrollees, selection processes, and the results of training. He indicated that the locales varied and included both urban and rural, and the types of facilities varied from converted warehouses to idealistic settings. He also indicated that the results showed that poor attendance leads to high completion records but low employment and that good attendance leads to a low completion record with high placement.

Rupert Evans spoke on the setting and the sponsorship of skill centers. He indicated that the location and the appearance of the facility was directly related to the ratio of attendance. Sponsorship generally falls into the following areas: association with a junior college, with local public schools, private schools, or with state agencies.

There are standard course offerings which were common to almost all of the skill centers surveyed. These included welding, machine operator, auto mechanic, food service, and clerical skills. There were a total of 37 different courses being offered in all the centers included in this survey. Employment Service requests for training are based on present job orders which result in the standardization of the course offering at the majority of the centers. Many of the courses are the same as regular vocational courses except in food services, building maintenance, upholstering, and furniture repair areas. It was found that the courses such as cosmetology, drafting, carpentry, and electricity were found in vocational schools but not offered in skill centers.

Cynthia Deutermann indicated that the skill center evaluation is one of a series of four evaluation studies concerned with the MDTA institutional training programs. The four studies currently in operation are: Program Review of Manpower Development; An Analysis and Evaluation of MDTA Institutional Program, Systems, and Practices; Evaluation of the Relevance and Quality of Preparation for Employment Under the MDTA Institutional Training Program; and MDTA Outcomes Study. These four evaluation studies have been planned, developed, and contracted jointly by the U.S. Office of Education and the Department of Labor and are an attempt to develop a coordinated in-depth analysis and evaluation of the MDTA institutional training programs.

Patrick J. Wegrnaff, Research Specialist from the University of California, spoke on the topic, "Western Region AMIDS Evaluation—A New Venture." He stated that there has been considerable discussion about program evaluation in vocational education and manpower training but very little agreement concerning purposes and methodology. He submitted a design for evaluative research which was used in the western region of AMIDS; it had four principal stages, as follows: identification of goals, intents, and assumptions; selection of specific key aspects to evaluate; comparison of intended vs. observed inputs, transactions, and outputs for each key indicator in the light of descriptive data from other projects and general standards of excellence; development of standards of excellence which provide a "realistic ceiling" against which comparisons can be made. The gap between the observations and the standards can be identified, judgments can be formulated, and specific recommendations made.

Melvin Johnson, Department of Industrial Education, University of Minnesota, presented a report on the development of an evaluation system for MDTA activities adaptable for nationwide use by state and local administrators. It was divided into activities involving evaluation, identification, training, and placement. The training process was divided into five activities: administration, counseling, instruction, learning, and facilities. Identification and placement activities were combined into a computerized analysis system utilizing available data from Employment Security. A cost analysis was designed to compare a variety of trainee costs across programs or institutions.

RESEARCH SECTION

First General Session: Evaluation of Vocational Education

Chairman: Jay Smink, Director, Pennsylvania Research Coordinating Unit
Host: John Klit, Director, Evaluation Section, Vocational and Technical Education Division, Illinois Department of Education

Recorder: Ferman B. Moody, Chief, Special Vocational Education Programs, Pennsylvania Department of Education

Topic I: A Follow-Up Evaluation of Vocational and Technical Graduates in the U.S.

Speaker: Gerald G. Somers, Professor of Economics and Director, Center for Studies in Vocational and Technical Education, University of Wisconsin

Junior college vocational graduates reported significantly higher employment and earnings than secondary and other postsecondary graduates in a national survey of students who had graduated from secondary, postsecondary, and junior college vocational and technical programs in 1966; the survey was based on a randomly selected sample of schools stratified by program, size of enrollment, and geographic region. Other findings included different vocational programs, differences in employment and earnings between postsecondary vocational and secondary vocational programs, and differences in sex, age, home location, attitudes, further education, reasons for dropouts, and grade point scores. The full report is scheduled for publication.

Topic II: A Master Plan for the Evaluation of Occupational Education Programs in North Carolina

Speaker: Robert T. Williams, Director of Planning and Research, Wake County, North Carolina, Schools

A state plan for systematic evaluation was developed at the Center for Occupational Education, North Carolina State University, for adoption by the state agencies in North Carolina by July 1, 1971. It would serve most other states equally well. The plan is product-oriented, based on a concept of evaluation as "the comparison between the processes, outputs, and outcomes which are desired and the processes, outputs, and outcomes which are actually observed." It is divided into four sections, a text and a three-part outline containing 104 items to be evaluated. The three-part outline consists of the following: (a) legislation, policy, and administration; (b) instructional program trends (by six-digit OE codes); and (c) ancillary services. Each item is followed by six columns, which list the agency responsible for evaluation, a suggested criterion, a technique for measuring the criterion, specific data needed to obtain the measure, the source of these data, and the month in which the evaluation should be made.

Topic III: A Labor Market Information System for State-Local Program Planning and Evaluation in Vocational Education

Speaker: James F. McNamara, Center for the Advanced Study of Educational Administration, University of Oregon

Because of the recognized increasing leadership role of state departments of education in bringing about changes and improvement in education, a planning model was developed which utilizes labor market supply and demand information to determine where critical shortages currently exist. The model was applied in Pennsylvania to develop a single supply-demand posture for comprehensive and regional planning involving the product of nine different training agencies (public schools and eight postsecondary and adult agencies).

Topic IV: An Evaluation of Citizens' Advisory Committee Operation and Function

Speaker: Floyd L. McKinney, Assistant Professor, Research Coordinating Unit for Vocational Education, University of Kentucky

Recommendations based on a survey of school administrators, vocational educators, and citizens participating in Michigan State University's Evaluation Systems Project included the following: (a) advisory committees should have from five to nine members representing various levels of education, including persons from the community labor force; (b) a primary function of the committee should be evaluations—of local vocational education policies, long range planning, facilities planning and improvement, equipment planning and improvement, and their own work and effectiveness.

Second General Session: Programmatic Research and Development: What Is It and How Does One Go About Doing It?

Chairman: **Frank C. Pratzner**, Research Specialist, Center for Vocational and Technical Education, The Ohio State University
Host: **Darrell Ward**, Research Specialist, The Ohio State University
Recorder: **Joseph P. Arnold**, Research Specialist, The Ohio State University

Topic I: What Is Programmatic Research & Development?

Speaker: **Daniel Stufflebeam**, Director, Center for Evaluation, The Ohio State University

Programmatic change was defined and explained as a function of two types of processes. The first, ***general leadership activities***, was discussed in terms of decision-making and evaluation. The other type included the ***specific change strategies*** of adoption, development, diffusion, and research. These two processes were then incorporated into a model for programmatic change. The model provides a conceptual framework for classifying and understanding the types of decisions which precipitate the specific change strategies.

Topic II: Programmatic Research & Development in Education

Speaker: **Hendrick Gideonse**, Office of Program Planning and Evaluation, U.S. Office of Education

The paper pointed out that defining programmatic research and development is not an empirical task so much as it is a policy problem. It is a case of deciding what is required or desired and establishing the procedures and criteria which would best help to create the type of R & D we are trying to call into existence. An ***end state objective*** of programmatic R & D is one which is identified in terms of trying to achieve something out there for clients: producing the actual change or condition that is identified in the description of the desired end state. A product objective is one which is defined in terms of the creation of a product, process, or technique which when used in a specified fashion yields specified outcomes in a client population or practitioner system. An ***area objective*** for programmatic R & D is to create knowledge and test development strategies, on the basis of which "products" or "end state" objectives can ultimately be conceived, decided upon, and achieved.

Topic III: A Model for Educational Development

Speaker: **John Hemphill**, Director, Far West Regional Laboratory for Educational Research and Development

Educational development provides a powerful way of changing educational practice. It offers a systematic means of creating new educational products and/or new human capabilities which can produce significant changes. Two major approaches to educational development have been identified. ***Product development*** creates materials, procedures, or devices which, when used as directed, promise to yield desirable and specified outcomes. Educational development following the *change support* approach emphasizes intervention in the behavior of education. Most of the strategies employed today appear to be mixed ones involving different degrees of use of one or the other of these two basic approaches.

Topic IV: The Convergence Technique:
An Alternative Strategy for Programmatic Research and Development

Speaker: **Louis M. Carrese**, Associate Director for Program Planning and Analysis, National Cancer Institute, Department of Health, Education, and Welfare

The particularized requirements for a planning system suitable for research efforts are identified, and a technique developed specifically for the planning and programming of research efforts is described. Basically, the technique involves the formulation of a series of flows and arrays depicting major program elements and individual projects, sequentially ordered on the basis of research logic, and graphically represented by a matrix which relates research performance to resources required (including personnel, materials, equipment and facilities, and funds).

Topic V: Programmatic Research and Development
At the Center for Vocational Education

Speaker: **Edward J. Morrison**, Research Coordinator, The Center for Research & Leadership Development in Vocational and Technical Education, The Ohio State University

The paper describes the development of the programmatic work of The Center, the major kinds of decisions which were necessary, and the principal mechanisms which have been evolved to operate and manage the effort. Six program areas were identified and judged most promising for application of the amounts and kinds of talent and resources available to The Center: state leadership, teacher education, curriculum practices, vocational development and adjustment, occupationally disadvantaged, and change process.

Third General Session: Vocational Research Policy

Chairman: **Arthur M. Lee**, Director, Arizona Research Coordinating Unit, Northern Arizona University

Host: **Paul C. Brown**, Director, Louisiana Research Coordinating Unit, State Department of Education

Recorder: **Jack Davis**, Director, Nevada Research Coordinating Unit, University of Nevada

This was a session to explore the needs and concepts of a national policy in vocational education research. State directors had been invited; several attended and participated in the discussions following each speaker.

Topic I: Presidential Address:
Managed Research in Vocational Education

Speaker: **Jerome Moss**, President, American Vocational Education Research Association, University of Minnesota

A strong case was made for increasing the efficiency of allocating research funds through carefully planned programmatic efforts directed at preselected goals. In the past both talent and dollars have been spread too thin through sponsoring unrelated, episodic activities dependent upon the unique interests of the investigator. Among the requirements for programmatic research are specific training in vocational education research, close coordination between various research-related activities at both federal and state levels, a reasonable level of funding at a predictable rate, and an acceptable procedure for establishing goals and planning for their attainment.

Topic II: DCVR Report

Speaker: Robert Pruitt, Director, Division of Comprehensive and Vocational Education Research, U.S. Office of Education

Eight broad categories for vocational research and development have been identified by the U.S. Office of Education Division of Comprehensive and Vocational Research: (a) the student and his environment; (b) application of manpower data to occupational education; (c) state and local program planning; (d) instructional systems development; (e) career development, guidance, placement, and follow-up; f) instructional facilities; (g) organization and administration; and (h) evaluation. Within this general categorical framework specific kinds of research needed have been listed in considerable detail. The major problem has been and continues to be the uncertainty of funds to support the federal research program in vocational education.

Topic III: Federal Support Policy for Vocational Research

Speaker: Norman Stanger, Director of Vocational Education, Orange County Department of Education, Santa Ana, California

The need for change in much of the nation's educational system has set in motion a number of major phase shifts in vocational education. These in turn have suggested new vectors for research. Vocational research must provide the means of updating, upgrading, changing, and expanding vocational education. A better name would be career education. Programs and concepts long cherished are on their way out. Federal funds for research are committed to the mandate for change in federal legislation.

Following the speakers, questions from the audience and discussion between speakers and the audience, between researchers and state directors, and between researchers with different points of view suggested a desire for closer liaison among all groups in a national program of vocational education research. Consistency and continuity in funding, coordination in administration, and greater recognition of the interdependence of research coordinating units and state departments of vocational education are needed.

Fourth General Session: If The Job's Been Done, Why Do It Again?

Chairman: John F. Stephens, Acting Administrator, Division of Research and Innovation, Utah State Board of Education

Host: Garth Hill, Utah State Department of Vocational Education

Recorder: Austin G. Loveless, Utah State University

Topic I: Status Report of Northwest Regional Laboratory "Navy Instructional Materials Project"

Speaker: Alan D. Stroler, Director, Navy Instructional Materials Project Northwest Educational Laboratory

An index-cataloguing system of instructional materials available from the U.S.

Navy was developed by the Northwest Regional Educational Laboratory in cooperation with the departments of vocational education in Alaska, Idaho, Montana, Oregon and Washington. The system lists location and costs of materials in seven vocational subject areas: automotive mechanics, welding trades, machinist trades, basic electricity, basic electronics, first aid, and marine navigation. The index-cataloguing system and instructional materials were field tested at nine schools representing vocational programs at the high school, vocational technical, MDTA, and community college level, with favorable results. Two methods of dissemination of the index-catalogues were subsequently tested: (a) circulation through visitations by state supervisors and exhibit at local and regional vocational conferences; and (b) a mailing system which required predetermined individual schools to examine the index-catalogues for a specific period of time and forward them to another school listed on the circulation schedule. The second method was far more effective than the first, accounting for 90 percent of the total number of schools that received the index-catalogues, although only one state used this method compared to four using the first method.

Topic II: The First Full-Scale Test of Military Instruction Programs in a Public School System

Speaker: **Walter Ulrich**, Administrator, Division of Vocational-Technical Education, Utah State Board of Education

James H. Straubel, Executive Director, Aerospace Education Foundation

A combination film and oral presentation was made of the Utah Project, an experimental program conducted by the Aerospace Education Foundation for the U.S. Office of Education to test the transferability of Air Force instructional techniques and materials to the civilian school system. Tests were carried out in three vocational areas: electronics, nurse aide, and aircraft mechanics. Results indicate that for the courses used little or no modification is required for use in the civilian schools.

Fifth General Session: Significant Research in Vocational Education

Chairman: **William W. Stevenson**, Head, Division of Research, Planning, and Evaluation, Oklahoma State Department of Vocational and Technical Education

Host: **Garry R. Bice**, Director, Tennessee Occupational Research and Development Coordinating Unit

Recorder: **William D. Frazier**, Director, Oklahoma Research Coordinating Unit

Topic I: Employment and Occupational Training Opportunities for Rural Youth

Speaker: **Charles H. Rogers**, Associate Professor, Center for Occupational Education, North Carolina State University at Raleigh

This is a study of teen-age unemployment in two selected rural counties in the south, comparing Negroes and whites. It traces the labor market experience of teenagers in both groups in each county, some of whom were school dropouts, others of whom were from business, industry, and educational institutions. The major findings included the following: (a) the difference in the rate of Negro and white unemployment was lower than anticipated; (b) subemployment rates for both races were higher than unemployment rates; (c) females, especially those who were black, experienced the worst problems; (d) suggested evidence of discrimination was inconclusive; (e) equal education does not mean equal job opportunity; (f) those teenagers most likely to be employed are those with high school vocational training; (g) generally, employers are reserved about hiring teenagers, though this attitude exists less in firms with high labor demands; (h) labor market conditions take precedence over social and other background factors; (i) informal methods of finding jobs are used by whites, whereas Blacks make greater use of government employment services.

Topic II: An Examination of Predictors for Success in a Community College Nursing Program

Speakers: Al Hoeffel, Director of Placement, Glendale Community College, Glendale, Arizona

Edward Hoff, Chairman, Mathematics Department, Glendale Community College, Glendale, Arizona

A selection process was designed for students wanting to enter an associate of arts degree program in nursing. This research was designed to examine the predictive value for success of the following items in the selective process: The American College Test scores, successful completion of a college course before acceptance into a nursing program, and work experience as a Licensed Practical Nurse, nurses' aide, or doctor's receptionist.

Topic III: The Development of Valid Work Performance Evaluation Measures

Speakers: Curtis R. Finch, Assistant Professor, Department of Vocational Education, Pennsylvania State University

Joseph T. Impellitteri, Associate Professor, Department of Vocational Education, Pennsylvania State University

This paper examines some of the existing problems with regard to the development of work performance evaluation measures and indicates alternative courses of action which may be taken to develop measures which are valid and reliable. Initially, consideration is given to work performance in an educational environment as it relates to work performance in an occupational environment. Research and development activities in the area of educational measurement are reviewed, and relevance to the development of this type of measure is established. Empirical means by which a work performance measure may be developed are discussed in detail.

Topic IV: The Effectiveness of an Experimental Program on Instructor's Ratings of Selected On-the-Job Activities

Speaker: Alfred J. Mannebach, Assistant Professor
Research Coordinating Unit, University of Kentucky

A study was made of the effect of an experimental work experience program on instructors' evaluations of work to be expected of agricultural graduates when employed. It was concluded that the experimental educational program did have an effect on the instructors' evaluation of the activities, that the inventory was useful in determining what activities are most beneficial to students, and that the instructors enrolled did obtain a more realistic knowledge of what activities are essential in the organization, management, and operation of an agricultural firm.

Topic V: A Comparison of Administrative and Faculty Perceptions of Expected Performance of Homemaking Teachers

Speaker: Mercedes D. Hoskins, Department of Educational Administration, New Mexico State University

The study compared the perceptions of selected faculty members in higher education with those of public school administrators as to the desired performance of homemaking teachers in rural and in urban areas. The findings of the investigation indicate that all groups expect some degree of *generalist* performance by homemaking teachers. The study also disclosed significant agreement, both within the groups and among them, as to what constitutes effective teaching.

Sixth General Session: Vocational Exemplary Programs: A Turning Point for Education

Chairman: ALBERT J. RIENDEAU, Chief of Pilot and Demonstration Branch Division of Vocational-Technical Education, U.S. Office of Education

Host: JOEL SMITH, Exemplary Project Director, Cobb County School System, Marietta, Georgia

Recorder: SIDNEY C. HIGH, JR., Chief of Exemplary Programs and Services Branch, DVTE, U.S. Office of Education

Topic I: Federally Sponsored Exemplary Programs in Action

Speaker: JOYCE DECHMAN, DVTE, U.S. Office of Education

Topic II: State Sponsored Exemplary Programs: Diverse and Targeted

Speaker: WALTER M. ARNOLD, President, American Vocational Research Corporation

Business Meeting: American Vocational Education Research Association

Presiding: JEROME MOSS, President AVERA, Co-director Minnesota RCU

Secretary: JAY SMINK, Secretary AVERA, Director Pennsylvania RCU

Minutes were read of the annual meeting in December 1969, and of Executive Committee meetings in March, October, and December 1970. The treasurer's report was presented and approved.

Officers elected for 1971 were: Arthur Lee, president; James Wall, president-elect; John Stephens, recording secretary; George Outland, membership secretary; and Edward Morrison, treasurer.

The Membership Committee report was presented and approved. A motion was made, seconded, and passed creating a student membership category. A motion was made, seconded, and passed changing the membership year to December 1—November 30 and extending the present membership year to November 30, 1971.

A motion was made, seconded, and passed authorizing the president to take a delegation to meet with the Secretary of HEW to discuss federal policy regarding vocational education research.

A motion was made, seconded, and passed supporting the NRS Division resolution on research.

VOCATIONAL INSTRUCTIONAL MATERIALS SECTION

Professional Meetings

December 5, 1970

Chairman: EARL HAY; *Recorder,* W. C. MAYFIELD

The first topic for the initial professional meeting was "Matching Supply and Demand," an examination of how best to insure that producers of instructional materials develop materials that teachers need. A three-man panel discussed the topic: Alan Kellock of McGraw-Hill spoke as a representative of the Educational Materials Producers Council, a group of commercial producers associated with the National Audiovisual Association; John Matthews of the University of Illinois discussed the problem as the director of a nonprofit state organization producing materials for state vocational agriculture teachers; and Roy Butler approached the topic as a representative of the ERIC Clearinghouse on Vocational and Technical Education, with responsibilities for disseminating information about new vocational instructional materials to potential users.

Mr. Kellock described information sources available to commercial producers seeking to meet teachers' demands, such as sales figures, government reports on educational trends, and field representatives in day-to-day contact with teachers. He urged teachers to help commercial publishers as authors, reviewers, or as simply contributors of ideas.

Dr. Matthews described his own organization's work to meet needs of agriculture teachers in Illinois, and the process of becoming acquainted with demand through advisory committees of teachers, through periodic surveys of audio-visual equipment available to teachers, and through suggestions from subject-matter professionals with insight into future educational needs. He pointed out the complementary goals of commercial and non-commercial producers, with non-commercial producers concentrating on relatively small groups of teachers.

Mr. Butler pointed out the need for greater efficiency in the production of instructional materials and explained the value of the ERIC system for informing teachers of materials already available in other states.

The second program topic was "The News from Washington," presented by William Berndt, Senior Program Officer in the U.S. Office of Education, with responsibility for curriculum and multi-media development in the Ancillary Services branch of the Vocational and Technical Education Division. Mr. Berndt discussed reorganization taking place within the U.S. Office of Education and recent funding of federal projects through VEA procedures. Neither topic is reported here because of further developments and changes since the December Convention date.

December 7, 1970

Chairman: CLYDE HOSTETTER; *Host,* KENNETH NOAH; *Recorder,* ROGER WORTHINGTON

The topic of the second professional meeting was "How We Did It," with seven speakers presenting multi-media reports on experiences relating to the production and use of vocational instructional materials. Speakers had been asked to tape their remarks and to synchronize them with accompanying visual materials, so that VIM members not able to attend the convention would be able to benefit from loan of the prepared presentations. Following are summaries of each report.

Individualizing Instruction with Learning Packets

The topic was presented by Lois W. Bennett, coordinator of vocational programs at the University of Northern Colorado at Greeley. Miss Bennett used overhead transparencies and slides with synchronized taped narration to explain a system for teaching vocational nursing that used color-coded learning packets for students, as well as auto-tutorial slide-tape units. A sample slide-tape sequence was shown which taught the principles of personal cleanliness as a means of preventing the spread of disease from one patient to another. An example of the effectiveness of the multi-media approach was a slide showing the handle of a wash-basin faucet being turned off with a clean paper towel, rather than by a newly-washed hand, as a means of preventing contamination by the faucet handle.

Individualizing Instruction To Improve Effectiveness While Reducing Costs

Presentation of the topic, with slides and synchronized taped narration, was made by Chester Gausman, President of Central Nebraska Technical College at Hastings. The college opened in 1966, using individualized instruction that permits students to enroll at any time of the year, proceed at their own learning rate, and complete the course of study at any time.

Staff for the new college were selected for their interest in its unique approach and for their ability to adjust to new methods. Media chosen to help do the job were taped narration, super-8 film loops, and videotape. These media replace traditional group lectures and group demonstrations, leaving teachers free to work with students on a one-to-one "over-the-shoulder" basis.

Teaching carrels are used, convenient to shop or laboratory. For data-processing classes, carrels are portable, so that they may be wheeled in next to computers which students use in their classes.

Nearly all tapes and films are made by the teachers of the courses. The college hired a technician who taught the teachers how to make motion pictures and tapes, while the college's technical staff helps in the editing and mass-production steps.

The Learner-Controlled Laboratory

Gilbert L. Rainey, Head of the Department of Electrical Technology at Purdue University, presented the topic with slides and taped narration.

In the Purdue system, students use slides and taped narration at their work benches. Three elements determined the pattern: (a) methods for storage and transfer of information; (b) opportunity and tools for the student to engage in independent study; (c) opportunity for the student to apply what has been learned.

Laboratory textbooks, audio tape, color slides, and laboratory equipment are combined at student laboratory stations, with economy an important consideration. Cassette tape-players, for example, cost only $25, slide projectors cost $65, and a projection viewer at the work bench costs $30. Headphones cost $5 a pair. The most expensive part of the system is the preparation of slides and tapes. More than 250 slides and 30 tapes are used with the "Introductory Electronics" laboratory textbook.

The audio-tutorial method frees the teacher to teach, with technical information provided by slides and tapes. The personal relationship between instructors and students is emphasized and care is taken to see that there are adequate instructor-student contacts, since it was found that some students who needed help actually avoided contact with instructors.

One of the greatest achievements of the audio-tutorial method, Dr. Rainey noted, was the development of the "open laboratory" concept, with students free to schedule work periods in the open laboratory from 8 A.M. to 5 P.M. during the week, and from 8 A.M. until noon on Saturday. This made it possible for students to adjust their laboratory activity to peak study situations in other courses.

Pictorial Programmed Instruction

Clarence H. Preitz, of the Department of Industrial and Vocational Education at the University of Alberta, Edmonton, Canada, presented a slide and synchronized tape report of a method being used in his department to train industrial arts students. The University's industrial arts program uses multiple-activity laboratories to teach tools, materials, and processes. It became necessary to develop printed "instruction sheets" to supplement teacher supervision. These sheets were first made more effective through task analysis and the development of sequential instructions. This was further refined to produce what now is called "pictorial programmed instruction" (PPI). The PPI system follows general linear programming principles, but without such programming characteristics as cues and prompts. Simple printed instructions are printed on the left pages of PPI booklets; photos to accompany the instructions are printed on the right.

Dr. Preitz stressed that instructors who plan to prepare PPI materials should have personal experience in the tasks and subtasks to be performed by the student using the PPI booklet, and should establish the terminal behavior to be expected, as well as the sequence of tasks required.

All materials developed for PPI at the University of Alberta are tested on three separate groups of students unacquainted with the skills to be learned through PPI. Teacher-student cooperation is important in refining the materials.

Production and Evaluation of a Manual on Small Gasoline Engine Repair

The topic was presented with slides and synchronized tape by Arthur K. Jensen, Director of the Vocational Education Media Center for South Carolina, located at Clemson University.

Procedures used in developing the manual included the following, in sequence: (a) a teachers' committee established objectives of the proposed manual; (b) a member of the center staff developed procedural steps in the manual, determined behavioral objectives, and decided upon illustrations; (c) a rough draft was tried out by a teacher or another member of the Center Staff; (d) illustrations were prepared; (e) the preliminary draft with both text and illustrations was field-tested in selected schools; (f) after identification of weaknesses through field-testing, the writer prepared final version; (g) the original teacher committee reviewed the final draft; (h) the publication was printed and distributed for general use.

To check the effectiveness of the manual, 16 high schools in South Carolina cooperated. Eight schools did not use the manual, and the local teacher relied on his own instructional method. In the remaining eight the manual was used by students in their shopwork. In all 16 schools, teachers provided nine hours of instruction. Testing of students revealed that those using the manual made higher objective-test scores than those not using the manual. Students with least mechanical reasoning ability benefited most from use of the manual.

The Partnership: A Marketable Skill for Everyone

Using slides with synchronized taped narration, Eugene Crump, director of instruction at the Southern California Regional Occupational Center in Torrance, explained the system being used to teach students occupational skills as an unusual joint project of six public school districts.

SCROC originated in the fall of 1965 with a meeting of the superintendents of the six school districts. All were concerned with providing better vocational training for their students. The result was special state legislation authorizing counties, or groups of school districts within counties, to establish regional occupational training centers.

The center emphasizes "hands-on" training at the eleventh and twelfth grade levels—as well as on a postsecondary level—to provide students with marketable skills in 23 different areas, including medical assistant, automotive body repair, electronic assembly, and home appliance servicing.

Career advisors from the center visit students in the six participating school districts. They show slide-tape presentations of actual working conditions in the various occupational fields for which the center trains students. Students also see slides taken at the center's training facilities, watching such processes as the mixing of dental materials, preparation of dental impression molds, and the tune-up of automobile engines.

Students who take center courses do much of their learning through slide-tape training modules in individual carrels at the center. Mobile carrels, with cordless headphones, make it possible for students to check shop work against slide-tape step-by-step instructions.

Developing Comprehension in Subject Matter

The presentation was made by G. E. Henderson, Coordinator of the American Association of Vocational Instructional Materials at the University of Georgia. Materials distributed to the audience during Mr. Henderson's talk enabled individuals to follow in detail his discussion of editorial work to improve comprehension of subject matter.

Mr. Henderson described the procedure used by the AAVIM editorial staff in developing one segment of an illustrated manual on tractor maintenance. He outlined four of the approximately 30 steps involved. Points emphasized were the importance of presenting information in operational and sequential form, the value of explaining why each step should be taken in an operational process, the effectiveness of illustrations in clarifying procedural steps, and the additional value of simplifying illustrations to show only those points being discussed in the accompanying text.

Business Meetings

December 5, 1970

After hearing the treasurer's report that $240.64 was on hand, VIM members adopted a set of operating policies for the new section (formed at the 1969 AVA Convention) that was developed by a committee consisting of John Matthews, Barbara Clawson, and William Jeffrey. The operating policies established purposes, membership categories, officers and their duties, meeting times, committees, and the procedures for amending the operating policies. It was explained that VIM members could belong to other AVA divisions and sections as well, but could represent only one on an AVA policy or executive committee.

President Arthur K. Jensen appointed a Nominating Committee to report its recommendations at the next business session. Members appointed were Eugene Crump, Kenneth Noah, Ben Shapiro and John Matthews.

A Program-of-Work Committee was appointed by the president, with instructions to report at the next business session. Members appointed were Earl Hay, Robert Sartin, and Roy Butler.

December 7, 1970

At the second business session, a slate of officers was presented by the nominating committee and elected by members, there being no further nominations from the floor. Those elected were: president, Earl Hay; vice president, Clyde Hostetter; and secretary-treasurer, Kenneth Noah.

Members approved the recommendations of the Program-of-Work Committee that improvement of communications among members should be improved through a newsletter; that there should be a greater interchange of information among producers of instructional materials, including commercial producers; that close contact should be kept with the ERIC Clearinghouse at Ohio State; and that VIM resources be used through the U.S. Office of Education to provide guidance in establishing priorities for effectively using Part I VEA funds.

TECHNICAL EDUCATION DIVISION

Proceedings Recorder:
Angelo C. Gillie
Associate Professor
Department of Vocational Education
The Pennsylvania State University

Introduction

The Technical Education Division sponsored four sessions, at which there were eleven papers presented. These offerings were supplemented by the program offered by the American Technical Education Association, which had two sessions that presented four papers. Therefore, Technical Education Division members had a total offering of 6 sessions and 15 papers which they could attend. The average attendance at most of the sessions was about 250, with several sessions exceeding that number.

Session 1: Tommorrow's Technology Today

Charles Buzzell, Associate Commissioner for Postsecondary Occupational Education for the Commonwealth of Massachusetts, served as chairman. This session consisted of one presentation made by Marjorie Lyon Jones, senior research chemist of the National Cash Register Company. The presentation focused on some of the most recent research that has led to important technological advances which may vitally affect the machines of tomorrow; Miss Jones utilized many slides, charts, actual samples, and demonstrations in her treatment of this subject. Included among the topics covered were:

1. Materials research (the study of materials and processes and how they can be used to better advantage);
2. Communication (a focus on the need for individuals to communicate with each other and with machines, as well as on machines "talking" to other machines);
3. Chemical research (this dealt with efforts and advances made in the development of special types of paper, microencapsulation, thermochromics, photocromics, photochromic Micro Image as a new information storage and retrieval system, and its future applications).

Session 2: Student Recruitment and Development

This session was chaired by Duane A. Jackman, School of Industry, Department of Industrial Education of Wisconsin State College. Howard Boudreau, President of the Fayetteville Technical Institute (North Carolina), was the first speaker; his presentation was "Student Recruitment and Developmental Studies Program." He described a program that has been in operation in his institution for the past five years. The objectives of the program are as follows: (a) to make the "open door" policy realistic; (b) to give students an opportunity to make an honest self-evaluation; (c) to expand the scope of educational offerings; and (d) to prepare students with aptitude but lacking in the basic skills of reading, writing, and arithmetic for success in their chosen curriculum or interest.

He pointed out that the faculty felt that measuring student achievement for these youngsters would be best accomplished by utilizing achievement tests at the beginning and end of each quarter, in addition to teacher grades. Dr. Boudreau's observation was that student morale was greatly enhanced by the opportunity to enter a fully structured pretechnical program. He added that the program also serves a salvage function for those students who are failing in the engineering technology programs because of subject deficiencies. Considerable emphasis was placed on the difficulty encountered in recruiting suitable faculty for the program. He pointed out that his search was for teachers who had a special interest in these students. As an attraction for these special instructors, provisions were made to insure a maximum teaching load of 15 class hours per week, and the average class size was kept down to about 15 students. Dr. Boudreau pointed out that 160 students had been enrolled in the program during the past five years, that 48 of them have satisfactorily completed all the requirements for graduation and have received their diplomas.

The second paper in this session was presented by Marlowe Sperstad, Chairman of the Electronic Technology Department at Arizona State University. The first part of his presentation dealt with attracting students into a technology program. He pointed out that two of the best sources of new students are contacts with graduates and with industry. Mentioned was the fact that many industries in the Phoenix area allow their workers to attend classes in the Electronic Technology Department under a released time arrangement.

The second part of Mr. Sperstad's talk was concerned with helping students achieve their greatest potential. He pointed to two factors that would contribute to this, a close advisor-advisee relationship and a flexible curriculum. The four-year technology programs in universities are often called upon to provide meaningful minors in the subject area, and a flexible curriculum would allow for that. He again referred to industry, this time in terms of its helping to provide maximum student development by conducting carefully planned tours and presentations.

The role of the faculty is a crucial one in striving to achieve optimum student development. Faculty members with a variety of backgrounds are needed. He stated that faculty members need expertise in their special subject area, and discussions and lectures would be more meaningful when the faculty members have a rich variety of experiences and training.

The role of private learning corporations in the education of the future was the theme in a paper entitled "Continuing Application," presented by Thomas Zuck of Davis-MacConnell-Ralston, a Division of the Westinghouse Learning Corporation. He first explained the difficulties educators are having in the matter of establishing policies for the next 5 to 20 years. Mr. Zuck then went on to suggest that the role of the teacher must undergo a radical transformation. He said, "More likely, an attitude which regards research into the learning process as a proper function of the teacher while on the job will occur as computers are gradually installed in school systems, and as individual teachers, by trial and error, learn how to maximize the machine's capabilities." He later added, ". . . the designers and builders of (real time) information processing systems will have to join with professional educators in a concerted effort to define educational objectives—more precisely than heretofore—and then proceed to specify the requirements necessary to meet those objectives."

He then pointed out that education cannot effectively operate in isolation from other institutions when societal changes are rapidly taking place. Therefore, it appears that learning environments need to be designed more like real-time information processing systems. Elaborating on this, Mr. Zuck said: "The acceleration of production of new knowledge, the obsolescence of existing knowledge, and the proliferation of new specialties which we can expect to follow in the wake of scientific developments suggest that the learning process must become a real-time process in which it will become increasingly difficult to differentiate between work and education. This is the essence of a "learning society." To the extent that knowledge generation becomes a basic process of our society and knowledge the major product, the knowledge bearers in society must become lifelong learners and education must become a real-time, continuous process."

Session 3: Interrelationships Between Secondary and Postsecondary Technical Programs

This session was chaired by Melvin Barlow of the University of California at Los Angeles. There were four presentations.

Archie Rosales, General Manager of Instruction at the Rio Grande Campus of the Texas State Technical Institute, presented the first paper. He talked about the involvement of his institution with both secondary and postsecondary curriculums in spite of the fact that is is a postsecondary institution. Mr. Rosales pointed out that they are presently offering three programs that cut across the traditional secondary-postsecondary lines: (a) the Disadvantaged Adult Education Program; (b) the Manpower Development and Training Act Program; (c) the State Tuition Program.

The Disadvantaged Adult Education Program's major objective has been to assist farm migrant workers and disadvantaged workers to acquire the educational and vocational skills needed for them to obtain employment and to function as members of their community. It receives funding jointly from the Office of Economic Opportunity and the Texas Vocational Education Act. Some of the benefits provided the students include: $40 a week stipend for heads of household, $20 a week to the second member of the enrolled family, $15 a week to the third member, travel allowance, general physical examination, and $5 per dependent up to a maximum of four dependents. It is essentially an adult secondary training program in which enrollees are high school dropouts, adult parents, high school graduates not college bound, and college dropouts. The minimum educational requirement for a training program is a fifth grade education.

Classes average 16 to 22 pupils. After the students are raised to an eighth-grade education they are counseled into a vocation. The vocational courses available, which are supplemented with support courses that can culminate in obtaining a high school equivalency certificate, include the following: appliance repair, auto body repair, auto mechanic, clerk-typist, building trades, nurses aide, radio and television service, refrigeration mechanic, upholstering, welding, cosmetology, and LVN training. Mr. Rosales indicated that almost 300 persons are enrolled in the basic prevocational education courses, 212 are enrolled in the vocational courses, and more than 360 applicants are waiting to get into the program.

The Rio Grande Campus also conducts courses under the sponsorship of the Manpower Development Training Act. Up to the time of his presentation, Mr. Rosales indicated that they had trained 76 women and 300 men under this program.

The third program that crosses the traditional secondary-postsecondary lines is called the Tuition Program. In Mr. Rosales Words, ". . . we felt the obligation to set up continuing programs to up-grade those on the elementary and secondary levels to encompass at least a salable skill that would enable them to seek gainful employment and become taxpayers instead of welfare recipients." A total of 19 technical career fields and 21 vocational skills career fields are offered within the rubric of this program. Graduates are awarded a certificate of proficiency.

Addison S. Hobbs, Director of the Bachelor of Technology Programs at the Washington Technical Institute, presented a paper on the interrelationship between secondary and postsecondary technical programs in the District of Columbia. He indicated that a task force was established to review a number of recently completed studies in Washington dealing with vocational-technical education, and from that review to develop a plan which would focus on vocational-technical needs at all levels. The task force came up with the term "career development" as being the most appropriate. Dr. Hobbs reported the findings of that task force, some of which are as follows: (a) Career development must be an integral part of a relevant program of education at all levels of instruction. (b) Career development must focus upon expanding an awareness of the range of present and future opportunities, upon the development of marketable skills, and upon stimulating a positive personal response to the challenge and rewards of the world of work, based upon a sense of dignity of all work. (c) Career development, including specialized vocational programs, must be designed in a fashion which facilitates maximum interaction among students throughout their high school careers.

It was then pointed out by Dr. Hobbs that the establishment of the Washington Technical Institute and its recently acquired responsibility for the preparation of vocational-technical teachers is a natural outcome of the recommendations made by the task force.

The third paper in this session was presented by Marvin Thames, President of Delgado College, New Orleans. He described the several programs offered by his institution to alleviate poverty and aid disadvantaged persons—programs which cross the traditional secondary-postsecondary education line.

Jack Michie, Associate Dean of Instruction, College of San Mateo, presented a paper entitled "The Role of the State Advisory Committee in the Interrelationships Between Secondary and Postsecondary Technical Programs." He indicated that one of "the really big problems we have today is that of cleavage—cleavage which exists between levels of education. Elementary, intermediate, secondary, postsecondary, higher—all act as independent agencies with little or no communication or articulation—or interrelationship if you prefer—and with the grossest sort of petty intramural jealousies between each. That these schisms be dissolved I think is a real concern of the state advisory council. But please bear in mind that I do not think this will ever occur in isolation. Vocational-technical education is education for one's life and work, not for life as a plumber or carpenter."

Session 4: What New Technologies Should an Institution Plan For?

Lewis Fibel, Executive Director of the Maryland State Board for Community Colleges, chaired this session. There were three presentations.

The first paper, entitled "New Technologies for Post-High School Institutions," was presented by Edwin Kurth, Professor of Education at Auburn University. He first described technologies:

> New technologies are not events which appear overnight in full bloom with well-defined criteria of skills and knowledge for their use which will make them beneficial to mankind. Any new technology is a process and the result of a process of developing knowledge and skill in one of the fields or one of the arts of industry. Scientists, engineers, and industry are becoming increasingly sensitive to both the beneficial and detrimental effects of new technologies on the economy, on the environment, on society, and on the way people live and make a living. Technology means change.

He pointed out that the world of technology that tomorrow's technicians are heading is one which will be primarily concerned with solving problems and less concerned with the traditional disciplines. Students from virtually any specialty area can use their specialized knowledge as an entry into some of the emerging technologies. More and more individuals at the preprofessional and para-professional levels are identifying themselves as environmentalists or ecologists. New technologies may evolve out of the physical and biological sciences. Engineering may also be a source of a new environmental-type technology. The design of automobile engines; development of new fuels; air, water, solids, and other pollution control equipment; water supply; and waste water disposal are all potential new engineering-related technologies. The marine sciences, particularly oceanography, may be a source of new technologies, a number of which have already been identified and organized for preparation of both engineers and technicians. The agricultural sciences and the entire realm of conservation are also serving as sources of new technologies. Dr. Kurth also indicated that the social sciences have an important part to play in new technologies. The study of man's behavior within the context of his environment draws psychology, government, business administration, and urban studies into the field.

He pointed out that the U.S. Department of Labor in November 1970 predicted that in the 1970-80 decade, prospects for careers look best in the service industries. In 1960, 60 percent of the work force was related to the service industries. This increased to 65 percent in 1969, and predictions are that it will account for an estimated 68 percent by 1980. The service-related occupations include the environmental ecological education areas, government, hotels, motels, personal service establishments, hospitals, health centers, and educational services. Some experts have estimated that 9 out of 10 new jobs in the next 10 years will be in the service industries and 10 percent will be in the goods-production industries.

Dr. Kurth also stated that most of the occupations that are here in 1970 will still be with us in 1980 and 1990. Although there will be changes within these established and continuing jobs because some of the present needed skills will then be obsolete, the general profile of the work force will still be familiar. The need for auto mechanics, welders, cooks, tool designers, carpenters, barbers, cosmetologists, various types of engineers, and hosts of supporting technicians will continue. Some of the more pronounced changes in the existing fields will be the increase in employment opportunities for women, Negroes, and young adults. Another adjustment, said Dr. Kurth, will be a reduced emphasis on the hiring of engineers and technicians by large corporations and an increase in the employment of these specialists by agencies of health, education, government, research institutes, and the professional organizations that are the leaders in the service field.

He enumerated a few of the new technologies which demand attention from industry and education at this time. These included: (a) holography; (b) magnetic bubbles; (c) burping batteries; (d) molecular engineering; (e) photochromics; (f) tinyvision; and (g) solar energy.

Dr. Kurth concluded by saying: ". . . the future is going to have a large number of new technological developments. How to select the ones which will be necessary, feasible, and acceptable to people as occupations requiring post-high school education will be the task of others . . . . Whether we have technology as a servant or as a master will depend upon our technical literacy."

The second speaker in this session was Charles O. Whitehead, Director of the State Technical Institute at Memphis, Tennessee. His paper dealt with the topic, "New Technologies for Which an Institution Should Plan." In one of his opening comments, he remarked:

> Technical education has become addicted to the needs of industry. This is good —and bad. Good, for all the obvious reasons. Bad, when addiction serves as an excuse: (a) to be over-restrictive on entry requirements; (b) to graduate a small percent of entering students; (c) for the poor placement record of graduates or those who left with a marketable skill; or (d) not to serve students to the best of our ability and to the limit of their potential.

He raised the question of whether technical education is doing its share for the student. He suggested that the most important technology of the future is student technology. Mr. Whitehead then went on to describe an approach to technical education that combines a number of presently used strategies into a new kind of unified effort for maximizing student success. Specifically, he expressed the belief that engineering technology, industrial technology, and pretechnical programs can be brought together into a "cohering mass that is educationally sound." Going on with his description of this new strategy, he said:

> . . . proper curriculum development could produce related mathematics, communications, and science for the industrial technologies which also would remove the deficiencies for entry into associate degree technologies. The same

> industrial technology-related courses would be concurrent with, related to, and a part of a technical specialty course. Vocational-technical educators all have seen the response to applied mathematics and related mathematics when truly applied or related to vocational or technical areas. In the same manner, proper curriculum study and reorganization could develop an overlap of industrial technology and engineering technology in both the related and technical specialty subject areas.

In his closing remarks, Mr. Whitehead pointed out that the State Technical Institute at Memphis, after a six-year research effort and an 18-month design and development effort, inaugurated the kind of program he described in a number of curriculum areas, including civil technology, accounting, architecture, chemical, electrical, electronic data processing, electronic, instrumentation, and mechanical technologies. These programs were initiated in July 1970.

The third speaker in this session was Walter Brooking, of the U.S. Office of Education, Division of Vocational and Technical Education, who discussed the topic "Environmental and Ecological Control Technologies."

ATEA Afternoon Technical Session

Ruth Midjaas, President of the ATEA, chaired this session, which was attended by more than 250 people. There were two presentations.

The first speaker was Martin I. Cooley, Program Executive, Education Department of the National Association of Manufacturers. His topic was "Industry's Technical Manpower Needs in the 1970's." Mr. Cooley pointed out that technology and its associated products and services are reflections of the social, economic, and political climate of the nation. This implies that predictions for future manpower needs must be based on sensitivity to national trends of the public's interest in much the same way that manufacturers delve into assessing future news for new products. He stated that the present interest in human ecology has emerged as a natural extension of other social problems. It is because technology and its efficient application by industry have made it possible for people to be more concerned with social problems today.

In pointing out the blending of new trends with some of the present practices, Mr. Cooley said:

> . . . consumer demands not only remain the same as they have always been—more and more of better and cheaper products and services; but added to these is the demand for a whole new set of values all referred to by rather vague terms such as relevance, morality, meaningfulness, motivation, and what have you. Industry has been given the job of sorting out these terms and trying to discover the concrete interpretations so that it can deliver the goods. Technology is a vital part of all this. The kind of education technicians receive is the backbone, and will prove, to a great extent, our success or failure in the years to come.

Mr. Cooley emphasized some of the qualities that technicians of the future should have. First, they must understand the need to be aware of changes in public demands. Also, in their highly specialized functions they must assume as much responsibility for the quality of the product and efficiency of production (in their limited areas) as does management. Effective technicians are aware of the contradictory needs to participate interdependently as well as to function independently. In order to foster greater responsibility among the technician work force, they must have some knowledge of the over-all purposes and objectives of their own specialty as it relates to other fields. This means, in effect, that technicians now need to have an understanding of more than their own particular jobs in order to achieve a single greater goal with as much efficiency and quality as possible.

He then commented on reasons why technology has not been particularly popular with the present generation of college students, who do not understand that technology is a tool and has only that power or control given to it by people. Many college-age youngsters have difficulty understanding that technology is amoral and that the morality of any tool or system lies only in the way the individuals use it. Industry and education must join ranks in an effort to convince the public of technology's ethical and social values as used by moral human beings.

The speaker's closing remarks, stressing increased cooperation between the industrial and educational communities, were as follows:

> By and large, business and industrial leaders are extremely interested in education, not only because of the quality of future employees, but because they are concerned about the future of the country and the individuals in it. However, I repeat, industrialists are not educators, and in approaching them with a project or just a request for cooperation, you should be prepared to present a plan which specifically states how you think they can help and what your goals are . . . . This cooperation is part of the need which industry will have in the 70's—everything is so interdependent that we cannot consider one aspect without relating to many, many more. I realize, of course, how very general the qualities are—the ability to adapt and participate and cooperate; to be aware of trends in public interest; to be highly skilled and efficient. But they are vital to society, industry, individuals, and most especially to those responsible for technology, which holds our best hope for the future.

The second speaker in this session was Phillip O. Potts, Professor Emeritus of Engineering Graphics, University of Michigan. The title of his paper was "At The Point of a Pencil (The Communications Gap Must Be Bridged)." His presentation dealt with the need for engineering graphics technicians over the years.

ATEA Evening Technical Session

George Mehallis, Director of Technical/Vocational Studies at Miami Dade Junior College, was chairman of this session. There were two presentations.

The first paper, entitled "Theories on Overcoming Resistance to Change," was presented by Russell D. Robinson, Associate Professor of Education at the University of Wisconsin, Milwaukee.

Dr. Robinson referred to the works of several experts in change theory. He pointed out and described the equilibrium model suggested by Lewin. This model lists some of the common driving forces toward making changes; included among these are (a) pressure; (b) dissatisfaction (pain); (c) demand to "keep up"; (d) discrepancy between "is" and "ought"; and (e) threat. Some of the forces which tend to oppose changes are (a) fear of disorganization; (b) vested interests; (c) traditions; (d) habits; and (e) fear of failure. The two extremes of the spectrum in terms of types of individuals involved in change are the innovators and the resistors. The resistors tend to be the preservers of a social order by opposing intrusions that are from the outside or alien. The innovator tends to be a risk-taking type person and is much more receptive to the influence of outside change agents.

Dr. Robinson explored several models dealing with the concept of change. He identified some of the factors and forces that function as resistance to change. Suggestions were made relative to possible roles and steps that could be taken by a facilitator of change.

The second paper, entitled "Supervision, Accountability, and Evaluation of Technical Education," was presented by William L. Ramsey, District Director of the Milwaukee Area Technical College.

The presentation first focused on supervision. Dr. Ramsey said that the basic function of supervision is to improve the learning situation for the learner. He then pointed out that there are three types of supervision: (a) by status; (b) through an emergency type of situation; (c) by earned leadership. He pointed out that research in group dynamics has found that leadership from outside a group operates to build counter-leadership within the group. One of the major problems for supervision is to find ways of working cooperatively within staffs in the educational leadership involved in human relations, group processes, personnel administration, and evaluation.

He then discussed the concept of evaluation and defined it as the process of making judgments that are to be used as a basis for planning. Evaluation consists of establishing goals, collecting evidence concerning growth or lack of growth toward goals, making judgments about the evidence, and revising procedures and goals in light of the judgments.

Dr. Ramsey said increased cooperation between industry and educators is needed, and listed suggestions on how this could be accomplished:

> . . . industry must be willing to do the following: (a) forego immediate profits and concentrate on development of equipment and materials for the long run; (b) abandon the belief that because the product sells well it is educationally sound; (c) develop intensively a limited number of products proven to be effective in instruction; and (d) work with educators to develop and redevelop materials and equipment.
>
> Educators must be willing to do as follows: (a) define instructional objectives with the clarity necessary to define material and equipment demands and then to use the produced items; (b) help test new approaches and persevere with innovations until properly evaluated; and (c) acquire the necessary understanding of technological innovation.

In his closing paragraphs, Dr. Ramsey made the following statements relative to accountability:

> The concept of accountability in education is a result of the many new challenges facing American education today. There is increased pressure from government to base financial grants on predictable results. The public is rejecting requests for new school taxes with increasing frequency. There is an increasing demand for relating the dollar spent on education to specific results in student learning. At the same time, student dropout rates are rising, and other students finish school without mastering basic skills.
>
> The concept of educational accountability is a process to insure that any individual can easily determine if the schools are producing the results promised in specific programs.
>
> Through performance contracting, private industry is able to bring to education the ability to make a choice regarding a specific program or to understand all the options in terms of costs and results. The policy-making board of education can make a decision based on a specified amount of learning for a specified dollar amount. The performance contract establishes the quantity and quality of student learning anticipated. The contractor is paid in relation to results actually received, measured by a predetermined formula.

TRADE AND INDUSTRIAL EDUCATION DIVISION

Proceedings Recorder:
Charles R. Doty
Adviser in Technical Education
Rutgers University

INTRODUCTION

The Trade and Industrial Education Division (T&I) of the AVA sponsored a variety of meetings as a vital part of the AVA Convention in New Orleans. The following proceedings of the policy committees, professional meetings, business meetings and other activities of the T&I Division were obtained from the meetings recorders. These reports are organized into four main topics:

I. Trade and Industrial Policy Committee Meetings
II. Professional Meetings of the T&I Division
III. Business Meetings of the T&I Division
IV. Business and Professional Meetings of Affiliated Organizations

I. POLICY COMMITTEE MEETINGS

The Trade and Industrial Policy Committee of the Division is responsible for the general focus and direction of all the activities of component organizations, standing committees and councils, and ad-hoc committees. The Policy Committee reports directly to the AVA vice president for T&I Education.

The agenda of the Policy Committee, chaired by Charles D. Bates, covered reports on HR19519, U.S. Office of Education structure, community college bills, the Automotive and Welding Committee report, accreditations, T&I articles in the American Vocational Journal, the National Association of Industrial and Technical Teacher Educators (NAITTE), the Vocational and Industrial Clubs of America, and statistical reporting to the USOE.

Policy Committee members expressed concern for the lack of identity of T&I Education in the recent USOE reorganization. Also voiced was the view that the Manpower Act should not create a reduction of effort by Congress to fund programs initiated by the 1968 Amendments. The fact was stated that current efforts for community college legislation may force states to establish separate community college boards. A note of caution was raised because many groups are beginning to evaluate vocational education. These groups may need assistance in interpreting plans and programs of vocational-technical education. The Committee members reported that the USOE intends to implement a "management by objective" technique.

The recently organized National Association of Trade and Industrial Instructors Executive Meeting was chaired by Emory M. Carpenter. The meeting business concerned the newly adopted constitution, recruitment plans for new members (a potential of 70,000 members), and preparation for the AVA Convention in 1971.

II. TRADE AND INDUSTRIAL DIVISION GENERAL SESSIONS

General Session #1

Co-chairmen: Lee Ralston; William F. Roark

Harold Goldstein, Assistant Commissioner for Manpower and Employment Statistics, U.S. Department of Labor, spoke on the theme, "Taking a Look at Where We Are and Where We Are Going." Mr. Goldstein's following projections are based on a ten-year period, approximately from 1970 to 1980:

"We train for known jobs and we fail to project. Our labor force today is estimated at 86 million and by 1980 will be 101 million in the United States, which will represent a growth rate of approximately 1.5 million per year.

It is projected that by 1980-

—The growth rate of teenagers will decline as the population increase reaches the young adult age bracket, which will represent a 49 percent increase. This will mean keener competitions for jobs.

—The number of women workers will increase to comprise 37 percent of the labor force.

—It is estimated that 43 percent of all women over 16 years of age will be working in the labor force.

—The number of Negro workers in the 16- to 19-year age bracket will increase by 43 percent in the labor market.

—The Negro completion of high school will increase to 70 percent from 50 percent. The white student increase will be from 75 to 80 percent.

By 1980

—Our economy will reach 1.4 trillion Gross National Product.

—Goods producing industries will comprise 30 percent of our GNP.

—Service industries will comprise 70 percent.

—Jobs will be in professional and technical occupations, service occupations, and so-called skills, which will experience a 22 percent growth.

—Housing needs are placed at 26 million units with a $154 billion expenditure, compared to a 1968 figure of $90 billion.

—The labor force needed will move from 2 million to 2.5 million, which will represent a 25 percent increase, meaning an annual training need of 90,000.

—In the construction trades, 18,000 will complete apprenticeship training per year with 55,000 entering the trade by other means.

Annual job openings need for the next 10 years will be as follows: carpenters, 39,000; painters, 23,000; plumbers and pipe fitters, 19,000; electricians, 10,000; operating engineers, 16,000; machinists, 12,000; bricklayers, 10,000; auto mechanics, 15,000; aircraft workers, 8,000; air conditioning and heating experts, 5,000.

To meet these labor needs is a great challenge to vocational educators."

The reactor panel, consisting of Robert McGlotten, Executive Director of the Human Resources Development Institute of the AFL-CIO; Douglas Whitlock, General Counsel for the Structural Clay Products Institute; and, John Walsh, President of the Dunwoody Industrial Institute, agreed with the speaker's presentation, stating that the facts and figures seemed relevant.

General Session #2

Chairman: Larry Johnson

Fred A. Martin, State Director, Industrial and Technical Education, State Department of Education, Kentucky, spoke on "Building Blocks of the Future." Some of his remarks concerning the Vocational Industrial Clubs of America (VICA) were the following:

"The strength of VICA lies in the acceptance of the philosophy behind it—that is, that youth development must be an integral and an inseparable part of all instruction offered in programs. To accomplish this requires total involvement of all those persons engaged in the instructional process. . . ." VICA'S *Report to the Nation* was distributed at this meeting. Highlights of that report are as follows:

—Another challenge . . . is to build . . . a National VICA Center for Industrial Youth Development.

—A new high-water mark in total membership of 97,865.

—. . . we expect to enroll two new states . . . for a total of 43 state VICA associations.

—In January, we will welcome a new industrial member—the Virginia branch of the Associated General Contractors. Nor can we fail to recognize the Structural Clay Institute and Belden Brick Company—our charter Industrial Members—who have re-affiliated with VICA.

General Session #3

Chairman: Harlan Giese

Thomas S. Derveloy, Assistant Superintendent of Vocational Education, State Department, Louisiana, reported on Louisiana's evaluation program for the session theme—"Evaluation Today for Meeting Tomorrow's Needs." He reported that several planning areas have been involved. A staff member in the office of the assistant superintendent has exclusive responsibility for program planning and evaluation as indicated under provisions of Public Law 90-576. The State Advisory Council annual evaluation report has been useful. A systems approach is being considered whereby the programs are evaluated against objectives and specific goals set for the programs. Five legislative committees in the state are studying the needs of vocational education, especially in the postsecondary areas. The Louisiana Employment Service has reported the first comprehensive manpower study of the needs in the state. Finally, a comprehensive follow-up of students is in operation.

Robert White, Executive Director of the Advisory Council on Vocational Education, South Carolina, introduced the second topic for Session #3, "The Role of the Advisory Council and Its Effect on Vocational Programs." He reported some findings of the national evaluation being conducted by the National Advisory Council on Vocational Education:

"First, the evaluation report stated that the state plan was a poor planning document. There was an absence of clearly stated objectives which could serve as guides in the planning process. The next most mentioned concern was a lack of adequate data either for management information or for the evaluation. Next in order of frequency was poor coordination in the development of plans. Evidently there was strong sentiment among the various advisory councils that the cooperative development of plans could be improved. Frequent mention was made of the lack of strong leadership at various levels. Funding of the vocational and technical programs was the other item often maintained. The councils commented not only on the lack of adequate funds, but also pointed out that the lateness of funding makes a mockery of the plans and the entire planning process."

H. Robert Hewlett, Assistant State Superintendent of Education, Vocational, Adult and Manpower Training, Indiana, traced the State Advisory Council's history including political implications, public image and funding. He stated a need for a full-time executive director for increasing efficiency of the council and reported that available funds were spent not for salaries but to promote vocational-technical education.

William Nagel, Executive Director of the Illinois Advisory Council on Vocational Education, Illinois, explained that the council "hopes to bring new drive and new ideas into vocational education. A council such as ours can do things that a state director and his staff cannot do. Since we are outsiders, we can take political risks to do things the state department staff cannot do."

R. W. Montgomery, Head of the Department of Vocational, Technical and Practical Arts Education, Auburn University, Alabama, presented an internal view of the creation of the advisory councils and of the issues to be solved. In his presentation he stated, "It is hard to channel money from the federal sources through the state without going through the state board. One of the chief thoughts was that a council would help democratize this thing and get the results we want. We have a beautiful picture here where a group of people representing everybody comes in to set goals and purposes. We make plans, develop programs continuously, and evaluate results of our efforts and readjust our programs nationally and on a state level.

One of the critical issues now seems to be the relationship between this council and the state department. Another is what is the best way of appointing members to this council. Third, what should be the role of a local advisory council? Fourth, how do we make this system work? And last, should the council be set up apart from the state board staff, and what state legislation or effort is needed to accomplish this?

Should there be a change in the system of establishing state councils. My position is emphatically—no! Healthy competition is good, and I have faith in this democratic approach to involvement of people. I think this formula will do what we need it to do—if we just make it work."

General Session #4

Chairman: Durwin Hanson

The theme of the Fourth General Session was "Let's Take a Hard Look." Byrl Shoemaker, Director of the Division of Vocational-Technical Education, State Department of Education, Ohio, was the main speaker. His topic on this theme was "Top Quality Trade and Industrial Education Programs and Their Standards." In his presentation he stated, "It is my belief that the basis for top quality trade and industrial programs begins with an understanding of the place of education within a democracy, the nature of the individual as he participates in our educational program, and the nature of the society in which he is living and in which he must earn a living. I will list several concepts which I believe are basic to program development:

1. The purpose of education is to perpetuate and improve the society in which it exists.
2. A student is not a rug to be unfolded nor a hunk of clay to be molded. Each is a unique individual whose future is not predestined by his economic status, social status or parental educational backgrounds.
3. Most jobs today and almost all new jobs in the future will require preparatory training as a price for entry into those jobs.
4. Quality trade and industrial programs start with a job and end with a person successfully employed on a job.

In planning for top quality trade and industrial education programs, it is necessary that we look at both an occupational base and people base for planning. These two are not mutually exclusive but both must be considered if the concerns of either one are to be met.

Looking at the occupational needs in planning, it is essential that reasonable occupational projections be available. Such projections, however, need not be on a day-to-day or month-to-month basis, since planning for vocational education programs or planning for occupational needs is not based upon such short range information. Planning based upon 'trend' projections in terms of growth of occupations and replacement needs within occupations has proven to be a better basis for planning for long-term vocational education programs than any immediate job bank information in one limited area of a state or nation. In planning, it has been necessary that we dispel two myths. One myth was the concept that the jobs would be in new emerging occupations not present in our work force. Department of Labor studies have dispelled this myth as they found that the needs for people within manpower programming correlated more closely with the existing 'bread and butter' occupations than the so-called exotic new emerging jobs. The second myth dealt with the necessity for day-to-day planning in terms of employment needs in occupations as a basis for the development of job training programs. Trends have proven to be more important than immediacy of occupational information.

The second basis for planning is that people are equally as important as occupations in the planning process. We are responsible for seeing that people of varying interest and ability levels and different socio-economic levels are able to find a way into employment by means of preparation through trade and industrial education programs. This means, therefore, that in planning programs we must take into consideration the people needs and include programs in which the less able can find success, as well as programs for the average and above average youth and adults. Programs must be organized to compensate for socio-economic and educational deficiencies which the student brings to the program.

Planning must be projected towards the development of a trade and industrial program which will provide for the following:

1. Zero reject of any student wishing to enroll in trade and industrial programs.
2. Zero dropout from the public school and vocational education services.
3. 100 percent placement.

The third element in the planning must be a broad student base and tax base to make possible the scope of trade and industrial education to reach goals described above.

If sound planning makes a broad program available to meet people needs and employment needs, top quality programs in individual occupations will depend upon the following:

1. The curriculum offered
2. Facilities and equipment
3. Staff competencies
4. Student abilities and commitments.

Our goals would suggest that our vocational education program ought to start in kindergarten, with a broad motivational program in grades K through 6, an orientation to the world of work in grades 7 and 8, and with an exploratory program in grades 9 and 10 as a basis for sound selection of tentative goals at age 16.

There is no substitute for quality . . . only quality trade and industrial programs will survive. There can be no artificial division drawn in which we divide the student between vocational education in one half-day and general education in the other half-day. I plead for a curriculum developed on a total-day basis concerned with the total student in terms of his educational, social, physical and economic needs."

General Session #5 (See Topic III)

General Session #6

Co-chairmen: Lee Ralston, Julia Salmon

Mrs. Elizabeth Duncan Koontz, Director of the Women's Bureau, Workplace Standards Administration, U.S. Department of Labor, spoke to the Women's Trade and Industrial Section, the National Association of State Supervisors of Trade and Industrial Education (NASSTIE), VICA, the National Association of Industrial and Technical Teacher Educators (NAITTE), and the National Association of Technical and Industrial Instructors (NATII). Portions of her speech concerning the theme "Listen—to the Voices of the Women" are following:

"There no longer seems to be much doubt that women workers have been denied equal employment opportunities. Their median wages are lower than those of men. Fewer than 3 percent of women workers earn over $10,000 whereas 28 percent of employed men are earning that. The real meaning of this 'wage gap,' however, is not only that women often receive unequal pay for equal work; it is also that women in many cases are more likely to be employed in the lower-paying jobs. Opportunities for the better jobs are often denied women, as are chances for on-the-job training and equal opportunities for advancement.

"Today new opportunities are opening up for women in non-traditional occupations. Some career possibilities are being explored by a division within the Department of Labor, the Bureau of Apprenticeship and Training. This bureau has developed programs with the armed services in which women are being trained for such jobs as electronics equipment and gyro repairers, sailmakers, and jet engine assemblers. Women have also completed programs in over 60 occupations to qualify as laboratory technicians, test equipment repairmen, plastic workers, draftsmen, and aircraft mechanics. Such programs help to break down the old stereotyped thinking about what makes up women's work."

General Session #7A

Chairman, Forrest Layne

The theme of the Seventh General Session was "The Challenge to Vocational Education in the Urban Setting." Three speakers presented the fears, coordination problems, finance, student recruitment and accountability problems that form this challenge.

Raymond J. Sacks, Divisional Director of Vocational, Technical and Adult Education, St. Louis Public Schools, Missouri, discussed "Vocational Education in the Urban Setting—the Problems and Need for Innovative Planning." Mr. Sacks reported that the St. Louis Regional Industrial Development Corporation shows a high demand for vocationally and technically trained workers and a shortage of trainees for such occupations. The number of students at O'Fallon Technical High School reflects this shortage. There are a number of reasons for this:

1. Elementary and high school students have not been oriented to the world of work and seem to lack respect for it.
2. There is fear in the community that the school will become all Negro. This event would impair its effectiveness as a training and placement center in the eyes of the Negroes, whites, trade unions, businesses, and industries who place its graduates.
3. Students prefer to attend high schools in the vicinity of their homes.

W. Forrest Layne, Project Supervisor of Vocational Education Opportunities, St. Louis Public Schools, described the steps being taken by the O'Fallon Technical Center to solve the problems described by Mr. Sacks. Mr. Layne reported that major changes costing $750,000 were made in existing courses and of almost new facilities. Up-to-date equipment for new course offerings totaling 1.5 million dollars was spent. Literature and a color film were set up for a student recruitment program. Four full-time coordinators develop job opportunities, placement services and follow-up to complete the program.

King M. Wientge, Professor of Education, University of Missouri, analyzed the topic, "Evaluation as Feedback for Program Development." In his analysis he explained, "Accountability, performance contracting, and evaluation are familiar words in educational circles today. Vocational educators at all levels must be aware of the significance of this movement. The public is asking for objective proof that tax dollars are being spent to achieve stated objectives. The best way vocational educators can demonstrate that they are doing the job that society has charged them with is through planned systematic evaluation.

In the St. Louis VEO project these conditions have been reasonably met. The result has been an on-going program under continuing evaluative scrutiny. The results obtained from the evaluation indicate that the program is substantially meeting its objectives. The holding power of the program exceeds the retention of students in the traditional secondary high schools."

General Sessions #7B & #7C

Chairmen: Paul Bourgeois; Arthur J. Detrie

Two tours were sponsored by the T&I Division. Over 80 members participated in the George Marshall National Aeronautics and Space Flight Center tour and the Avondale Shipyard tour. In the first mentioned tour, pictures were shown of the progressive steps by which the Saturn and Apollo Missiles were developed, and a film was shown on the proposed Sky Lab Program. The plant tour covered the area where space missiles were constructed. The shipyard tour included a view of the most modern U.S. Navy destroyers in various stages of construction and the machine shop area which is almost completely automatic with the latest type of numerical control.

III. BUSINESS MEETINGS OF THE T&I DIVISION

National Association of Industrial and Technical Teacher Educators—Business Section

Chairman: Merle Strong

Following committee reports on Association business, finance and the *Journal of Industrial Teacher Education*, Lawrence Zane, Director of the EPDA Graduate Fellowship Program for the Prospective Community College Faculty, University of Hawaii, presented a description of the East-West Center—Trade and Technical Education. A portion of the speech follows:

The East-West Center—formally known as "The Center for Cultural and Technical Interchange Between the East and West"—was established in Hawaii by the U.S. Congress. In 1960, President Eisenhower signed the Mutual Security Act which created the center. As a national educational institution, the center's mandated goal is "to promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training, and research. . . . "

The center is funded by an annual appropriation by Congress under a contract between the University of Hawaii and the Bureau of Educational and Cultural Affairs of the U.S. State Department. Up to fiscal 1970, appropriations have amounted to over $59,630,000 or about $6,000,000 annually.

Each year about a thousand degree students, research-oriented senior specialists, and non-degree students including those in vocational and technical training programs come from over 35 countries and territories to work and study together at the East-West Center. At the center, there are two participants from Asian and Pacific countries for each American participant.

National Association of State Supervisors of Trade and Industrial Education—Business Meeting

Chairman: Charles Bates

The major business conducted at this meeting was a unanimously adopted set of resolutions. (See following report of General Session #5.)

Trade and Industrial Education Division
General Session #5—Business Meeting

Lee W. Ralston, AVA Vice-President of Trade and Industrial Education and Vocational Education Administrator, Los Angeles County Superintendent of Schools Office, was chairman of the Fifth General Session. Officers elected were Lee W. Ralston, president for an unexpired term to June 30, 1971; and Joe D. Mills, Assistant Superintendent for Vocational-Technical Education, School Board of Pinellas County (1960 East Druid Road, P.O. Box 4688, Clearwater, Florida), as vice-president for a three-year term beginning July 1, 1971.

The vice-president reported the membership in T&I for 1970; the publications for the year, especially the first yearbook of the AVA to be edited by Gordon F. Law; the Teacher Education Project involving AVA members; the Board of Directors of AVA four sub-committees; and legislation (six sections of the 1968 Amendments expire on June 30, 1972). He also discussed a need for a T&I Public Relations Committee to inform vocational education personnel, AVA members, policy makers, legislators, school members and the general public; the change of operating policies to conform to the AVA Constitution and Bylaws; and, two national studies, the National Metric Measurements Study and the National Study for Accreditation of Vocational-Technical Education.

The National Association of State Supervisors of Trade and Industrial Education (NASSTIE) unanimously adopted several resolutions. Following are important excerpts from the prepared statement of resolutions.

"Whereas, this concept of bringing together the leadership and training needed in numerous occupations relating to manufacturing, construction, communications, personal services, and many others under one discipline continues to have increasing importance, we believe that this great discipline of Trade and Industrial Education should not be dissipated into many segments.

Whereas, other disciplines such as agriculture, business and office, distributive education, health, and homemaking continue to hold a prominent place of recognition in the new U.S. Office of Education's organizational chart for the Vocational and Technical Division, Trade and Industrial Education has lost its identity through the division of its responsibility into nine services identified only as occupational groups.

Whereas, the loss of such identity will result in the loss of leadership in bringing together education and training for all occupations of a trade and industrial nature at the national level and could result in similar conditions at state and local levels, we believe it could also result in the complete dissipation or eventual phasing out of professional T&I organizations including NASSTIE, NATTIE, NATII, and even VICA. This would mean catastrophy to the leadership now given to T&I occupational fields

We request the U.S. Office of Education to revise the functions listed under the heading 'Program Services' in the new organizational chart for the Division of Vocational and Technical Education to include a block entitled 'Trade and Industrial Occupations' and to sub-title under this block those occupations of a trade and industrial nature such as:

Communications and Media Occupations
Construction Occupations
Environmental Control Occupations
Manufacturing Occupations
Personal Service Occupations
Public Service Occupations
Transportation Occupations
Hospitality and Recreation Occupations
Marine Service Occupations.

We also request that in staffing these blocks, first priority be given to filling the block entitled 'Trade and Industrial Occupations' with a professional person experienced in trade and industrial education. . . . "

The National Association of Technical and Industrial Instructors (NATII) Officers elected were as follows:

Emory Carpenter, North Carolina—president
Tony Wesolowski, Indiana—president-elect
Nancy Raynor, North Carolina—secretary
Emogene Joseph, Indiana—treasurer

A membership drive was initiated during the convention to get all interested members to join. NATII solicits the help of all concerned to encourage membership. NATII also wished to thank NASSTIE for its cooperation in helping NATII to get off the ground. We also challenge NASSTIE members to help distribute the information sent to them for distribution to the local teacher. For further information please contact: Emory M. Carpenter, P.O. Box 1736, Hickory, North Carolina 28601.

The Automobile Manufacturers Industrial Planning Council traced in a written report submitted by George R. Kinsler, Chief, Board of Trade, Industrial and Adult Education, Wisconsin, its contribution to the profession since its beginning in 1946. The 1970 notable contributions included a guidance book, ***Aim for a Job in Automotive Service,*** which was sent to every high school librarian in the United States in varying numbers according to enrollment—the project was funded by a $25,000 appropriation by the Automobile Manufacturers Association to provide information to youth. Also, a project to develop a possible skill test was begun jointly with the National Automobile Dealers Association and funded for $100,000 with Educational Testing Service of Princeton as contractor. Distribution of the community college ***Guide*** to state departments, vocational leaders, and staff totaled 8,200; evaluation of the fourth edition of the high school "Standards" publication is continuing; and plans are being made for a work session in the spring of 1971. Retirement took a resource person from the membership.

Calvin J. Cotrell, of The Center for Vocational and Technical Education, Columbus, Ohio, reported that the Trade and Industrial Research Committee has been actively involved in several projects. However, this report will be limited to one, the National Occupational Competency Examination Project.

This project has been funded by the Office of Education, Bureau of Research. It will generate a "consortium of states" interested in a vocational competency examination effort. Phase I has tested the feasibility of the consortium effort. Phase II involves the structure of 22 examinations (both related-technical and performance), and Phase III will make the plan operational. In *all,* 32 states have joined in the effort.

More will be reported to the T&I Division as the project progresses. Meanwhile the monies provided to the state RCU's should be considered as support on the state level.

Gordon Law, of Rutgers University, New Jersey, chairman of the T&I Publications Committee, reported that several titles for publications are being considered and potential authors are being contacted concerning these publications.

IV. BUSINESS AND PROFESSIONAL MEETINGS OF AFFILIATED ORGANIZATIONS

National Association of State Supervisors of Trade and Industrial Education Meeting

Chairman: Harlan Giese

The theme for the National Association of State Supervisors of Trade and Industrial Education was an evaluation of the effect of state-level reorganization on vocational operations. Robert Robinson, Director of Industrial Education, State Department of Education, Missouri, reported that 25 have not reorganized. The programs in the reorganized states tend to place more emphasis on employment needs, student interest, and training output than in non-reorganized states.

Richard L. Gabriel, Vocational Education Coordinator, Iowa, reported the reactions of the local vocational administrations on state reorganization. He found that some general statements could be made as a result of the findings and reactions of the local administrators:

—Local programs in reorganized states have received less help through visits from state office personnel on program operations and procedures before and after reorganization than states that have not reorganized.

—Local administrators' opinion of the qualifications of the state staff did not appear to change after state reorganization; however, in those states that were not reorganized, a larger percent of the local administrators felt their state staff was qualified and sensitive to local needs.

—In the reorganized states there appears to be slightly less cooperation between the administrators of secondary and postsecondary vocational education.

—The reorganized states are making better use of general vocational advisory committees than non-reorganized states.

—There is presently a more active Council of Local Administrators in the reorganized states than in the non-reorganized states.

—In reorganized states the state office requires more justification for new programs in the form of employment needs, student interest, and existing training outputs than in non-reorganized states.

—Placement of graduates seems to be of greater concern in the non-reorganized states and placement appears to be higher.

—There appeared to be a definite lack of involvement of local vocational administrators in the planning of reorganization. The local administrators in those states that did not undergo reorganization felt more assured that if they had or will in the future, that their ideas would be considered.

—The majority of the states, both reorganized and non-reorganized, continue to reimburse on items such as equipment and salaries with a higher percent of reimbursement in those states that were not reorganized.

National Association of Technical and Industrial Instructors Meeting

Chairman: Emory Carpenter

Barbara A. Boeldt, Director of Special Vocational Programs, Wood High School, Indianapolis, Indiana, and Don Vornholt, EPDA Fellow, Rutgers University, were the speakers for the National Association of Technical and Industrial Instructors meeting. They emphasized the importance of placing disadvantaged into the right occupations, more model facilities for training, planning clinics with industrial representation, the need for teachers to inform legislators of progress, and the necessity for change in instruction. Miss Boeldt described these components presently being used in the Wood High School which serves 1400 students, 90 percent being disadvantaged.

National Association of Industrial and Technical Teacher Educators—Second General Session (Research)

Chairman: W. R. Miller

David Bjorkquist and H. C. Kazanas, University of Missouri, reported on a "Research Practicum in Student Recruitment for Industrial Education Teaching." "The research practicum conducted for industrial education graduate students at the University of Missouri was designed with two purposes: to provide students with realistic experience in the conduct of research pertaining to practical problems in industrial education and to measure the effectiveness of a 15-minute slide presentation about careers in industrial education on high school youth."

Calvin J. Cotrell, The Center for Vocational and Technical Education, The Ohio State University, reported on "A Professional Education Curriculum Development Strategy." "It is past time for vocational teacher educators to get their proper and just domain organized and defended. In many cases, the profession is behind the times in offering relevant teacher education curricula. There is a demand for more courses which are based on the present day activities and needs of teachers. Somehow these needs of vocational and technical teachers must be determined and substantial evidence provided to support curricula, otherwise vocational and technical teacher education courses shall be lost to liberal arts and general teacher education requirements in baccalaureate and other curricula.

The needs and concerns just cited have led to the research and development effort at The Center in the project, 'Model Curricula for Vocational and Technical Teacher Education,' which was designed to develop, implement and test curricula for the preparation and inservice education of all types of vocational and technical teachers. In this project, the pedagogical aspects of teaching were studied to identify the performance requirements of teachers in each of the vocational service areas. As a result of this project, guideline materials have been developed which should be helpful to teacher educators and other state leadership personnel in (1) designing new teacher education curricula, (2) revising existing teacher education curricula, (3) evaluating teaching and teacher education activity, and (4) establishing performance based certification requirements."

National Association of Technical and Industrial Instructors

Chairman: Whitney Langlois

Charles Dygert, Supervisor of Apprenticeship and Youth Activities in Ohio, gave the key address on "The Instructor and VICA." Major points covered in this address were the important role of local trade and industrial educators as VICA advisers; the student psychological and psychiatric problems caused by the lack of group involvement and group identity which have created discipline and behavior problems for the vocational student; the need for developing student leadership skills; and the club and youth activity needed to give students personality improvement and organizational skills.

Trade and Industrial Education Women's Section

Chairman: Ethel Smith

Three panel members discussed the topic, "Expanding Opportunities for Girls and Women." The members were Mary Morris, Coordinator of Adult Occupational Education, New York; June H. Wakecord, Regional Director of the Women's Bureau, U.S. Department of Labor; and Julia A. Salmon, Director, Fanning Trade High School, Worchester, Mass. Significant points of their discussions centered around the concept that the life style of girls and women must and will change national attitudes toward the role of women in society. At present the career sights of girls and women are too limited and are not realistic. The entire world of work must be opened to women. The individual talents of girls and women, despite the field of work, e.g., plumbing, computer repair, etc., must be utilized to the fullest potential. Vocational educators will find that as they evaluate present programs, the need for new programs of skill training for girls will and must include areas previously considered the province of men and boys.

National Association of Industrial and Technical Teacher Educators—Breakfast Meeting

Chairman: Joe L. Reed

The annual NAITTE breakfast meeting featured a presentation by Dr. J. D. McComas, Dean of the College of Education of The University of Tennessee, Knoxville. The program agenda also included election of officers, business matters, and bestowing of honorary membership in NAITTE.

Dean McComas' address, "Teacher Education in the 70's," pinpointed facts concerning this era. The seventies will see the teacher supply reach teacher demands in most if not all specialities. Quality of teachers rather than quantity will be emphasized. Agencies other than the teaching profession will actively seek for control of certification standards. The seventies will find more emphasis on graduate and in-service education. Some of his specific comments on vocational education concerned the facts that vocational educators have been unwilling to develop a sound program in occupational education in the rural school; that the structure of the U.S. system of education is such that some decisions made regarding the inclusion or exclusion of vocational programs is in the hands of non-vocational personnel; and, that vocational educators who say that other teachers and administrators know very little about their programs must open up communication with these persons.

Nominations were opened for selecting new officers for the association. Those elected for 1971 are: president, Lewis Yoho; vice-president (T&I), John Moullett; vice president (I.A.), Leslie Cochran; secretary, Floyd Krubeck; treasurer, Gordon McMahon; and, trustee, Calvin Cotrell.

Harold G. Silvius, Chairman of the Department of Industrial Education, Wayne State University, conferred honorary membership in NAITTE to John L. Feirer, W. E. Mortimer, Howard T. Nelson, Joseph T. Nerdon, Robert M. Reese, Walter J. Robinson, William A. Williams and Harry W. Sears, industrial-business representative.

Trade and Industrial Education—Research Meeting

Chairman: Merle E. Strong

The plans and/or results of two research projects were reported in this meeting. Adolph Panitz, Byrl R. Shoemaker, and Carl J. Schaefer reported on "Occupational Competency Testing, A Consortium of States Project." Phase I of the project involved conducting a national survey, developing and testing two competency tests, developing a national testing program, and preparing a handbook for developing and administering occupational competency tests. The national survey revealed that 23 states use competency testing. A startling duplication of effort was discovered. The planning committee developed and tested two occupational tests for machine trades and for electronics communication. Reliability factors of .89 and .92 respectively were calculated. Two more phases are being initiated. Twelve tests this year and ten tests for next year for major occupations are planned.

Darrell Ward, Roger Wilson, and James Hoerner discussed the research product, "Simulation Materials for Leadership Development." Comments in the presentation were that simulations are often the only means available to duplicate processes in a neutral context. Often the world about which we must learn is too complex or too unsafe to be effectively used as a learning situation. The Center for Vocational and Technical Education, Columbus, Ohio, has completed two simulation packages, **"Supervision and Decision Making Skills in Vocational Education,"** and **"Simulation Training in Planning Vocational Education Programs and Facilities."** Another package is being tested, the content of which is state planning.

RELATED GROUPS AND ORGANIZATIONS

CONFERENCE OF OFFICERS OF AFFILIATED STATE AND TERRITORIAL ASSOCIATIONS
Proceedings Recorder: Ann Wiles
Missoula Technical Center, Missoula, Montana

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION
Proceedings Recorder: R. D. Anderson
Executive Secretary, National Association of
State Directors of Vocational Education

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS
Proceedings Recorder: Frank L. White
Assistant Professor of Industrial Education, College of Education
Temple University, Philadelphia, Pennsylvania

AVA ADVISORY COUNCIL
Proceedings Recorder: C. Nelson Grote
Dean, School of Applied Sciences and Technology
Morehead State University, Morehead, Kentucky

STATE BOARDS OF VOCATIONAL EDUCATION
Proceedings Recorder: Kenney E. Gray
Assistant to the Director
The Ohio Center for Research and Leadership Development in
Vocational and Technical Education

JOINT MEETING OF STATE BOARDS AND STATE ADVISORY COUNCILS
Proceedings Recorder: Kenney E. Gray
(See above)

STATE ADVISORY COUNCILS
Proceedings Recorder: Alton D. Ice
Executive Director
The Advisory Council for Technical-Vocational Education in Texas

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Conference of Officers of Affiliated State and Territorial Associations

Approximately 135 past and present officers of state and territorial vocational associations from Puerto Rico and the Virgin Islands to Alaska and Hawaii participated in COASTA meetings during the AVA Convention. Their time was well spent in carrying out the theme, "Strengthening State Associations Through Leadership Development."

The Executive Committee and the regional representatives met for a pre-convention breakfast at the Jung Hotel on December 5 to discuss the general format of the COASTA meetings and several points which were brought up by Louise Liddell, President, and Jim Piercey, AVA Liaison Representative. The general opinion was that the amendment regarding COASTA membership will not pass the House of Delegates because of the word "past . . . officers . . ." This was the main point of discussion.

COASTA sessions began at 2 P.M., December 5, at the First General Session with President Louise Liddell presiding. Members of the headquarters staff were introduced by Executive Director Lowell Burkett. Highlight of the first session was remarks by C. Thomas Olivo, AVA President. He introduced those members of the AVA Board of Directors who were able to be present. Dr. Olivo commented on the AVA Program of Work: ". . . if we are to implement a program of work, it must be carried out by the state officers. COASTA should bring AVA closer to the people in the states. COASTA provides the vehicle for carrying out the national Program of Work."

The convention program was divided into two parts: (a) discussion groups led by an appointed group leader with each group reporting its recommendations and conclusions back to the entire membership; (b) regional meetings, presided over by the regional representatives, where specific problems of each region were discussed. These included legislative action plans and methods of implementing the Program of Work, as well as times and places for regional and sub-regional conferences.

COASTA members were able to sit in on and contribute to one or more of the following discussion groups:

1. *Legislation*, under the able leadership of Micah Naftalin, AVA General Counsel; recorded by Rosa N. Poling, Arizona. It was the consensus that AVA should develop, as quickly as possible, a strong legislative framework which would involve greater activity from the state associations. Each state should try to develop its own plan for action, keeping three points in mind: how to communicate with the membership within the state; how to get greater and constant legislative support; how to get the funds necessary for operation.

2. *State Conferences*, presided over by Georgia's Executive Secretary, Ellen Coody; recorded by Pauline Norberg, Idaho President. Ideas presented to this group included the format for a successful state conference, the need for cooperation between the state association and state vocational department, the advisability of holding a conference away from a school or university campus, the evaluation of each session with results tabulated and distributed to members the last day of the conference, and the advisability of bringing in new people one-half day prior to the conference for orientation. Conference agenda should include fun sessions, such as a banquet and Ship's Program, as well as business and work sessions.

Financing for the state association was done through dues, the registration fee for the conference, and exhibitors' fees at the state conference. Exhibitors are willing to pay for the privilege of exhibiting and prefer to show two days only. Contracts should be mailed to exhibitors before the first of the year so that the cost may be included in company budgets. Meetings at state conference should be scheduled so that there is plenty of time allowed for members to visit the exhibits. Attendants at this session heard "how it's done" in a nearly ideal situation; however, they also got ideas which will work in any state that holds a state conference. Georgia hold an enviable position since it can afford a full-time executive secretary, and they have the inimitable Ellen Coody in that position!

3. ***Program of Work*** was headed by an AVA past president, the Western Regional Representative, and "Mr. Program of Work" himself, Mark Nichols, from Salt Lake City, Utah. Irma Lewis, Louisiana President-elect, was recorder. The AVA Program of Work was reviewed. It was noted that Idaho and Oregon already have submitted programs of work to their regional representative, and Louisiana, Illinois, and Nevada are working on their programs. It is believed that by July 1, 1971, every state and territory should have a workable, measurable program of work. Mr. Nichols pointed out that state associations can use the same three phases for carrying out objectives as does management—planning, performance, evaluation.

4. ***Involvement in Vocational Education*** was headed by Doris Poindexter, Past President of the Iowa Association, while Eloise W. Keefer, of North Carolina, recorded. Ways and means of getting the membership involved was the topic. Structure or division of a state into districts or regions is of great importance because it is easier to involve more people within a district, and it is easier to communicate with people within a district than within an entire state. Membership should be involved in committee work. Also, the group recommended that the membership be informed of the structure and organization of AVA. Members should be encouraged to become involved in their other professional organizations. A state association can provide in-service education for vocational teachers. The use of personal contact for membership and leadership drives was strongly recommended.

5. ***Communications*** was lead by Jo Elen Zgut, President-elect, and Betty Stephenson, Past President, Colorado, recorded. Communication needs to take place both within and outside the association. Within the association communication needs to be with the membership, the executive board, the state association committees, and the state staff. The association must communicate with lay people, with legislators, and with industry and business on the outside. The value of a newsletter was highly recommended. The desirability of a central person to contact for membership and legislative action, such as an executive secretary, was emphasized. Ways and means of contacting nonvocational people, such as through radio, television, newspapers, and public appearances, were discussed. Regional and/or county vocational organizations can be a factor in speeding up communication between members. The availability of an up-to-date and most frequently used mailing address was stressed as being of utmost importance.

6. ***Executive Secretaries*** featured W. E. Meischen of the Texas Vocational Association who briefed the entire membership on how the Texas Ag Association managed the employment of an executive secretary. COASTA President Louise Liddell successfully lead the group meeting, with Carol Mooney from Tacoma, Washington, as the recorder. The big questions raised by this group were: How do you finance an executive secretary? How do we go about getting an executive secretary? What are the duties of the executive secretary? Suggestions made included the observation that membership dues and exhibitors' fees will help finance the executive secretary. Also, if an association starts out with a part-time secretary, when the membership sees the value of this person they will be eager and willing to pay for a full-time executive secretary. A "just retired" person is a good possibility for a part-time executive secretary. The duties of the executive

secretary were discussed. Art Walker, Southeastern Regional Representative, Richmond, Virginia, said: "Very strong guidelines and rules must be set up by the members for the executive secretary to follow, particularly in the legislative area. Duties of state officers should also be clearly outlined." The executive secretary usually is the person who plans and chairs the state conference, writes the newsletter, sends out all communications to the membership, promotes membership, keeps up to date on legislation, and is the liaison person with all other organizations. It was generally agreed that for a state association to be most successful, it is necessary to employ an executive secretary who has the time to perform these duties.

Regional meetings were conducted by the four regional representatives: Mark Nichols, Western region; Clare Rejahl, Central; Wenroy Smith, Northeastern; and, Arthur Walker, Southeastern. Mary Allen from the AVA headquarters spoke to each regional meeting concerning the importance of legislative action and suggested a plan for a legislative contact system.

Each region discussed dates and places for regional and sub-regional meetings. They all agreed that a program for securing membership and a speedy membership contact system were of great importance.

The Northeastern region is making plans for regional legislative seminars. The Southeastern region emphasized that the state association is the vital organ in the total picture of education. The Western region set their conference dates for March 18, 19, and 20 at Reno, Nevada The need for continued emphasis on the Program of Work by each state was stressed.

It was generally believed by all that communications with members and with nonvocational people has improved, but that a great deal of work still needs to be done along these lines.

Each region briefly discussed the five points brought from the AVA Board by Darrell Brensing, AVA Council Representative. No definite recommendations were made by any group. The five points were:

1. Should AVA amend Bylaws to include institutional membership?
2. Should AVA continue to be a federation of affiliated organizations, or should it be reconstituted as a national organization?
3. Is the present structure of AVA effective or does it need to be modified—especially as regards the divisions and departments now in AVA?
4. What are the restraints at the state and local levels to developing and implementing programs?
5. What should be the role of AVA as a professional organization?

The nominating committee, composed of Gil Guiler, Ohio, Chairman, Bill Jeffrey, Kentucky; and Dan Dunham, Oregon, reported the following officers for the 1971 year: Herman Morgan, Florida, President; William Jeffrey, Kentucky, President-elect; Ed Mattson, Florida, AVA Council Representative; Jim Piercey, Oregon, and Ann Wiles, Montana, continuing in their offices as AVA Liaison Representative and Secretary.

Jim Piercey commented on the proposed change in the wording of the amendment to clarify COASTA membership. The revision to be presented to the House of Delegates by John Scott, Iowa, will read: "Membership is made up of elected and appointed officers of affiliated state and territorial associations of the AVA. However, nothing herein shall preclude such an officer once elected to serve as an officer of COASTA from serving his full term of said COASTA office." This change was approved by the COASTA membership.

It was suggested by Dan Dunham, Oregon, that an article be prepared for the JOURNAL explaining the purpose of COASTA; and that the president attempt to have a monthly COASTA column in the JOURNAL.

Jim Piercey and Dan Dunham invited the membership to Portland, Oregon, for the 1971 AVA Convention.

Dan Dunham moved and Iliff Leu, Iowa, seconded the motion that the membership of COASTA commend the officers for a good program and especially thank President Louise Liddell for a successful year. The motion was accepted.

The 1970 COASTA meeting adjourned at approximately 11:30 A.M., December 8, 1970, at the Jung Hotel, New Orleans, Louisiana.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION

The annual meeting of the State Directors of Vocational Education held as an integral part of the AVA Convention opened its program at the Jung Hotel in New Orleans on Friday afternoon, December 4, at 1:30 P.M. with Joseph F. Murphy, President of the NASDVE, presiding. After a roll call of states and introduction of new state directors and guests, the group was welcomed to Louisiana by Thomas S. Derveloy, Director for the State of Louisiana. Following the welcome, President Murphy announced committee appointments.

With these preliminaries out of the way, President Murphy presented Arthur Lee Hardwick, Associate Commissioner of the U.S. Office of Education, who addressed the group on the topic, "Vocational Education Administration, Achievements and Directions." Dr. Hardwick devoted much of his time to the reorganization of the USOE and presented an organizational chart naming the persons who would head the various programs and program services. Dr. Hardwick pointed out many of the problems of administering a national program of vocational education and indicated that vocational education on a national basis is being shortchanged on both staff and finances. He further pointed out that to have a sound and workable national program the various individual program services such as agriculture, trade and industrial, home economics, and others must eliminate any differences and work together under the reorganization for a total program of vocational education that would meet the needs of the people of our nation. Following Dr. Hardwick's address, Edwin L. Rumpf, acting Division Director, and Dwight Crum, Deputy Director, discussed further the reorganization of the U.S. Office and how state directors might cooperate to make this new plan successful. Following these presentations, there was indication that the state directors were pleased with the organizational changes and that they would give Dr. Hardwick and his staff full support in the implementation of these changes.

During the next part of the meeting, Don Davies, Associate Commissioner of the Bureau of Educational Personnel Development of the USOE, addressed the group using as his topic, "New Directions in the Educational Professional Development Act." Dr. Davies pointed out that it was the purpose of the Act to improve the quality of teaching and to help meet critical changes of adequately trained educational personnel. He indicated through use of charts that the funding of such programs had grown from $81 million in 1967 to $136 million in 1971. He indicated by charts how these funds would be spent for higher education personnel training, for grants to states for training projects, for local school districts and universities, vocational education personnel training, state grants for recruiting and training, teacher corps, and other lesser expenditures for the National Advisory Council and other groups. He further pointed out the priorities and supporting programs, and indicated the amount of funds that were allocated for the various priorities. He presented a chart which indicated that $65 million was allocated to improve the education of children of low-income families, including funds for career opportunities, teacher corps, and urban/rural school development. The second largest amount allocated was for the purpose of meeting critical shortages of educational personnel, including the areas of special vocational education, early childhood education, pupil personnel services, and other fields. After Dr. Davies' presentation several selected staff members made comments and answered questions. At the conclusion of this program the session was adjourned.

The meeting of state directors reconvened on Saturday morning, December 5. This session was a joint meeting of state directors and State Advisory Council members. There were two presentations with time allotted for questions following the presentations.

The first speaker was Hugh Calkins, of Cleveland, Ohio, Chairman of the National Advisory Council on Vocational Education. His topic was "The Role of the National Advisory Council." Mr. Calkins raised many significant questions with the directors, one of which was, "Why has vocational education been frightened by the disadvantaged?" Another was, "Why does vocational education not assume a responsibility for job placement?" The following is quoted from Mr. Calkins' presentation:

"Vocational and technical education is comparable to the mouth of a mighty river (the Mississippi), with one tributary (the Missouri) representing the tradition of ingenuity, organization, and technology which has created in this country a society of wealth and complexity, such that only the people who are trained and educated can have a constructive role in our society. The other tributary (the Ohio) represents the old tradition of equal opportunities for everybody in the U.S.—free public education for everybody so that all can be educated to their maximum potential.

"During the last few years these two streams have been coming together and causing a turbulence where they meet. Our education system is not quite meshing with the society in which everyone needs training if he is to have a job. Our education system from the cabin to the White House has been too long designed for the few and not the many. It is not well designed to train for the jobs which the students will have available and try to fill. We are about at the end of this 20-year turbulence. A system of options is developing. A child may pursue a curriculum that will enable him to receive a college education, or he may prepare for a job at lower levels of education. . . .

"The role of the National Advisory Council is the same as that of the directors: to work to make these new educational opportunities become a reality. The National Advisory Council has two kinds of responsibilities: one to the people outside of vocational education, and another to the vocational education family. To the world outside, the task is to defend the kind of education described. To the vocational education family, it is to create self-confidence. Congress passed the 1968 Act but does not have the confidence to appropriate the funds. Governors, legislators, school superintendents do not have this confidence. They give lip service but do not give financial support. There is a gap between what we claim for vocational education and what we do to support it. . . .

"These are great responsibilities for the people engaged in vocational education. We are at a crossroads; someone must make vocational education relevant for this country. If vocational education can overcome its self-confidence gap, welcome changes, and move out toward challenges, we will find that we indeed are in the main stream of education."

The next presentation, entitled "The Role of State Advisory Councils," was made by Jack P. Nix, Chief State School Officer of Atlanta, Georgia. The following is quoted from Dr. Nix's address:

"State boards of education now face one of the greatest opportunities in history to make education finally relevant for all citizens. They have the opportunity to establish standards which will help schools move ahead in the seventies with a truly comprehensive educational program that will serve the needs of all youth and adults.

"It is clear today that vocational education is at a turning point in history. High *unemployment* and *underemployment* of youth and adults, and increasing school dropout rates are ominous signs of the crisis both in our cities and rural poverty areas. To a great extent, this is a crisis born of the increasing complexities of our technological society. It is a crisis of jobs and education. . . .

"For many years vocational educators have used business and industry leaders to see that vocational education programs are oriented to the needs of students, employers, and society, and to serve as a means of program support from the general public. . . .

"My first experience with a lay advisory committee for a vocational education project was back in the forties when I was a vocational teacher. We set up a council of citizens to help establish a food preservation center. Public support for the center grew easily, in part because of the lay council, and since that time I have been sold on the idea of the advisory council.

"At the state level, when we started building area vocational technical schools we required that each community building a school have a general advisory committee for the school. . . . From there we progressed to the idea of establishing an advisory council for each occupational area. . . .

"In the Vocational Education Amendments of 1968, Congress has chosen to reinforce the principle of quality vocational education by placing in the Amendments a number of requirements that will assure a broader use of the talents of laymen as well as those of professionals in vocational education. . . . This law is unique in the national legislative history of federal aid to vocational education. In order to receive aid, a state must formally organize a group of volunteer business, community, and education leaders to serve in an advisory capacity to the state board of vocational education. . . .

"However, I am in complete disagreement with that aspect of the law that requires state advisory council members to be appointed by the governor rather than by the constitutional board that has the responsibility for administering vocational education, since one of the basic principles in forming and successfully working with any advisory council is that the governing board have absolute, undisputed authority and responsibility for appointing the committee members. . . . For example, the National Advisory Council on Vocational Education under President Nixon could become a political vehicle to spread propaganda about national programs. . . . But I believe that any advisory council must be a creation of the constitutional board of education and not of a political figure serving as governor. . . . A constitutional officer and a constitutional board of education with statutory and constitutional authority should have the authority to appoint advisory committees. Such an arrangement will insure a low level of politics in vocational education. . . .

"For the present, we must accept the fact that the state advisory council as it is now constructed is a fact of life, and we must work with it. Let it not be said five years hence that state advisory councils have failed because of our failures. . . . Although we have encouraged use of advisory committees, too often we have not shown them the confidence to allow them to be creative. They have been used to rubber-stamp rather than to become actively involved. We must accept the challenge to find meaningful ways in which lay citizens can participate more fully in formulating educational goals, plans, and policies. This is a *must* if public education is to maintain the confidence of the public. . . .

"As a state superintendent of schools, I welcome the potential and accept the challenge offered by the state advisory council to lend visibility and status to vocational education. Often those who have held the leadership reins of education have not allowed vocational education to arrive at its rightful place in the educational community. The mistaken idea of what constitutes a liberal education has excluded —except in indirect ways—learning about and preparing for work. It is time we recognize that a truly liberal education is one that not only broadens the mind, but broadens the mind in ways that expand the range of career choices available to the individual. . . .

"We must accept part of the challenge to create an effective communication pattern between the state board and the state advisory council and between these two bodies and the National Advisory Council and the U.S. Office of Education. An effective communication pattern would be one that fuses our strength into a unified effort. This cannot be accomplished if communication is used for the purpose of molding the state advisory council into a separate empire. The National Advisory Council in its communication to state advisory councils should include as part of the system the state board staff and the U.S. Office of Education. National regional meetings called by the National Advisory Council should also include an invitation to the state board staff members to attend. Only through open communication can we create a common bond of effort. . . .

"We must accept the challenge to create a climate of mutual confidence and respect between state board staff and members of the state advisory council for vocational education. The council must be viewed as an opportunity, not as an intrusion. I am confident, if they are left to their own resources, that state board staff and members of state advisory councils can create a positive climate in which to go about the process of education. This becomes difficult to accomplish when officials of the National Advisory Council for Vocational Education point out to a new executive secretary of a state council that his office was not set up correctly, that he should be housed outside the state department of education, and that he should not be required to comply with state financial rules and regulations. . . .

"The success of the council is dependent upon the willingness of those who have the legal responsibilities for administering programs to be consumers of its recommendations. This cannot be accomplished if the state advisory council assumes an autonomous and self-reliant posture. Nor can the council be effective if it is made dependent and subservient to the state board staff."

The morning session was concluded at 10:30 A.M. in order that the state directors and council members could attend the first AVA General Session.

The Saturday afternoon session, beginning at 2 P.M., was composed of a panel of state directors who discussed programs for disadvantaged and handicapped students, exemplary programs, and program articulation. The first panel member to make a presentation was Fred W. Eberle, State Director from West Virginia, who discussed the programs for disadvantaged and handicapped students.

Mr. Eberle said, "There has been a great deal of discussion about vocational education during the past 10 years on the question of what is the most appropriate approach in providing vocational education programs for the handicapped and disadvantaged persons. . . . Special needs became a topic of daily conversation. . . . Deliberations among vocational educators indicated that strategies for developing programs for the handicapped and disadvantaged were needed. But these programs could not be imposed on the majority of established ongoing programs, and attempts to modify caused severe reactions among those serving and those being served. Then, the proliferation of programs from other agencies supported by federal funds caused consternation among the vocational educators. . . .

"The third Report of the National Advisory Council on Vocational Education gave additional emphasis to the problem of the disadvantaged and handicapped. This report stated that priority should be given to programs for the disadvantaged without separating the disadvantaged from the mainstream of education. . . .

"Each state had the problem and the need of developing solutions to comply with the guidelines. The states differ in their approaches to providing programs for the disadvantaged and handicapped persons. Literature exists containing the essential guidelines that many states have followed; some have established special courses for these persons. An example is the work experience programs in Ohio. Others have resorted to the project approach. . . .

"Disadvantaged students are those students who have academic, socioeconomic, and other handicaps that prevent them from succeeding in regular vocational education programs, and who, for that reason, require specially designed educational programs or related services. . . . Now, the time is far passed when we can be fuzzy in our thinking and slipshod in our methods for providing for the target population mandated in our '68 Amendments, and for providing training appropriate to them. No one would suggest that across this entire nation we should have absolutes in terms of the criteria for our identifying the disadvantaged, but we do have methods of describing the disadvantaged that will be appropriate to each of the populations in our several states and regions. It is our responsibility not only to make sure that these criteria are established, but that instruments are developed that will provide objective, reliable, and valid data for every student who needs vocational education at the level at which it should be made available for him and for each person within the target populations. . . .

"The methods we have chosen for providing the programs and which was required under the '68 Amendments is the 'project' method. We debated the issue at length, trying to come up with a satisfactory solution to the problem of funding, to the problems of accountability, and to the problems of developing staff trained to teach the disadvantaged."

Following Mr. Eberle's presentation, Francis T. Tuttle, State Director of Vocational-Technical Education in Oklahoma, discussed exemplary programs. Dr. Tuttle described many of the exemplary programs that had been approved and organized by the State Department of Vocational-Technical Education in the public school system of Oklahoma. One project is described as "an exemplary, comprehensive, occupation-oriented program for selected Oklahoma schools." Another exemplary program, for the Tulsa Public Schools, includes a "World of Work" project which will operate in the elementary and junior high schools, and the central high school. Special interest groups with teacher sponsors will be formed for fifth- and sixth-grade students in such areas as electronics, horticulture, cooking, drawing, and in any other broad "world of work" areas. Also, a career-oriented course will be offered to seventh-grade students in regular industrial arts, home economics, and business education. Eighth- and ninth-grade students will have an opportunity to explore in two-hour classes career clusters with simulated work experiences provided on a rotating basis. When these students enter the tenth grade, the skill training phase begins in job clusters or pre-vocational courses selected by the student. Students in the eleventh and twelfth grades, after completion of skill training in the tenth grade, may enter the regular vocational program in the high school, the area vocational technical center, or one of the cooperative programs.

Dr. Tuttle also discussed an innovative distributive education program which has been activated at the Oklahoma School for the Blind. He also described exemplary programs in health and home economics-related occupations. In additon to other special programs, in January 1970 the State Department for Vocational-Technical Education established the State Library for Vocational-Technical Education, providing for the first time an organization for existing and incoming materials in the departments, and for dissemination of materials to vocational-technical staff. He stated that the library was specifically designed to provide curriculum materials for the center staff and others working in the area of curriculum; general and specific information for the divisions of the department; and research-related materials for the Research Coordinating Unit.

Following this discussion, Leonard E. Kunzman, State Director of Oregon, gave a presentation on program articulation. In "The Challenge of Articulation," Mr. Kunzman said, "One of the greatest challenges facing any educator in this nation today is to assist in providing total education for all the people of his community. Recognizing education as a continuum virtually means providing unlimited opportunities for learning from the kindergarten level until the individual dies. It is not only desirable but necessary that a planned systematic flow of curricula be developed. . . .

"Systematic articulation and coordination of occupational preparatory curriculums from the elementary through community college level can only come about as a result of continuous planning and replanning. There must be a dialogue between instructors, supervisors, and administrators at all levels who represent all types of educational institutions and programs. . . .

"Oregon has not solved all these problems, nor have we met the needs of all students at all levels in career education, but promising steps have been taken in these directions. . . . After almost a year in preparation, a *Guide to Structure and Articulation of Occupational Education (Grades 7 through 12 and Post-High School)* was published by the Oregon Board of Education in 1966. The *Guide* provided many solutions to the then-existing articulation problems and is currently undergoing revision to include new and different approaches to more recent problems. . . . "A 'Long-Range Plan for Total Career Education Programs' is typical of Oregon's concern in providing assistance to its schools. Other steps are under way to meet our immediate and long-range needs in articulation. . . ."

The session on Monday morning, December 7, opened with a presentation by Lowell A. Burkett, Executive Director of the AVA, on the topic, "Manpower Training and Legislation."

Mr. Burkett began his presentation by saying, "I'm particularly delighted to speak to this group—the most important public officials in vocational education—and try to shed some light on a piece of legislation which, more than any other bill I can recall throughout my years in Washington, has been beclouded by confusion, misapprehension, lack of understanding, grave concern—both legitimate and misapplied—and almost unprecedented resorts to fear tactics. . . . I'm also glad to have this opportunity to put this important legislation and AVA's role in its development into proper perspective. . . .

"During the summer of 1969, realizing that manpower revisions would undoubtedly be before the Congress during 1970, we in the AVA headquarters staff began assessing our position. We called a three-day legislative conference which began on September 7 and which brought together nearly 200 vocational education leaders to advise us. During the course of that seminar, we developed a series of legislative goals for the manpower bills, which we considered mandatory amendments or additions if we were to be able to support the compromise bill which would eventually emerge in Congress. These goals related, of course, to the assumption that the educational values and components of manpower must be protected and enhanced. . . .

"We were fully aware that the major bill from the majority party did not even provide for HEW concurrence at that time. The turning point in the deliberations of that legislative seminar was the realization that HEW had already negotiated itself out of the picture—that not only had it done so, but had turned the whole program over to the Labor Department, naively and unsuspectingly, and that the departmental negotiators for HEW had never been made aware of the implications for education contained in the Labor Department's bill. That legislative conference is remembered as having signaled AVA's decision to fight for the identification, reinstatement, and improvement of education's role in manpower training. . . .

"Time doesn't permit me to chronicle our work of the last 15 months. Suffice it to say that we mounted a campaign with the key leaders responsible for developing the legislation, in and out of Congress. . . . Through our avenues of communication, we developed a bill of particulars in terms of our vital concern: fear of a dual system of education; concern over a delivery system which excluded our educational system; the absence of agencies or controls calculated to preserve educational quality as a component of manpower training; a preoccupation with job slots and employment statistics rather than the needs of people and their right to quality job preparation. . . .

"We published our concerns and we disseminated them. We testified before both houses of Congress. And as time passed, we came to be recognized as a factor to be contended with. . . . But the gains we have made in the law will be for nought unless we can help the Departments of Labor and HEW develop the operating regulations which bind program administrators. The fact is, the law merely authorizes the departments to run these programs. The way they run them is determined by the regulations. . . .

"Before we leave this convention, I hope you all will consider and agree upon a method of advising me throughout the coming regulation drafting and negotiation process. Without your assistance, we cannot assure quality in manpower programs. . . . If the AVA cannot or does not come up with the kind of expertise which I can call upon for work with me and our General Counsel during the drafting and negotiating of the coming weeks, then neither AVA nor any member thereof will have the right to come to Washington later saying 'We've been sold out.' "

Following Mr. Burkett's address, Howard A. Matthews, Director of the Division of Manpower Training of the U.S. Office, presented his topic, "Manpower Training Report—New Development and Directions." Dr. Matthews indicated that he did not want to take issue or debate on the legislation before Congress, but would like to share a few thoughts and ideas with state directors. He traced the history of the legislation objectively. Dr. Matthews seemed concerned that many groups were formed for social purposes rather than for educational reasons. He stated, "We are kidding ourselves if all of the previous contacts with the various manpower agencies are going to evaporate with the new legislation." He reviewed briefly two pieces of legislation, namely HR 19519 and Senate Bill 3867. He stated that some states may have to pass legislation allowing some large cities to become prime sponsors of the new legislation. In commenting on some of the problems involved in the changeover under the new Act, he said, "One of the most important problems will be the continuation of the personnel now involved in the present manpower program." He indicated that equipment and teaching aids now in use will revert to state vocational agencies as both bills are now written; he indicated that procedures for the change-over are now being planned by a task force in the Department of Labor. He further commented that it was his own feeling that if nothing happened to this legislation today or tomorrow, nothing will happen until the next session of Congress; he felt that if nothing happened now that this legislation willl have high priority in the next session of Congress.

The afternoon session from 2:00 until 4:00 P.M. was devoted to a business meeting of the National Association of State Directors of Vocational Education and the election of officers for the new year; this session concluded the annual meeting of the National Association of State Directors of Vocational Education.

NATIONAL COUNCIL OF LOCAL ADMINISTRATORS

The NCLA program consisted of three general meetings, an annual business meeting, an annual luncheon meeting, four executive board meetings—one of these was a breakfast meeting—and a reception.

First General Session: December 5

Recorder: WILBUR M. SNYDER

Theme: Serving People Through Training

Chairman: WILLIAM A. KORIZEK

Topic I: Promotion of Local Vocational Education Programs

The speaker, Walter J. Woodhull, a member of the National Vocational Advisory Committee Staff for Public Relations, presented a stimulating multiple-media approach for public relations. It is not necessary to change vocational education terms, but we must enhance the image he said. One-minute TV spots could be used; they really work, as was demonstrated by the speaker. There is a need to expand a TV approach in all regions. Youth needs good counseling. Frustrations come when vocational opportunities don't exist and the counselor must look for alternatives.

Vocational education can be presented on TV to all people of all ages. Extended programs on educational TV need not necessarily be used, but short, one-minute spots on commercial television, just as industry uses it to promote its products. One-minute film spots were shown to prove their own value. Dr. Woodhull suggested a local approach as best; the key to the success of these programs lies in the local director. A spot should always end with a suggestion to "Write Box #____" for additional information. It is readily recognized that the approach would be most effective on a local basis where answers can be best given, for a national program would be too cumbersome—it could not give specific help but would be too general in nature.

Topic II: The Comprehensive High School

The speaker, Fred C. Murray, first spoke of his own situation in Dade County, Florida, where the area's largest industry is "tourism." There are in the area 18 senior high schools, plus three now under construction. Nine of these are comprehensive by designation, but too often the name "comprehensive" is tacked on by the local community and does not perform the service indicated. It is generally accepted that a comprehensive high school must serve the needs of education for all youth for occupational competency or preparation for college or further education. The speaker emphasized the following points:

1. Each community must determine its own plan based on local needs.
2. Some comprehensive high schools in Florida offer more vocational courses than the area vocational school.
3. Each comprehensive high school has an assistant principal for vocational education courses.

Topic III: The Area Vocational High School

Richard O. Brinkman, Superintendent of Springfield and Clark County (Ohio) Joint Vocational School District, pointed out the advantages of the area school:

1. Vocational area high schools allow schools to bring together their resources, making available a larger choice of offerings for careers.
2. The term "terminal education" should be eliminated.
3. According to Conant, 15 percent learn well in an academic approach; 85 percent learn well by doing.
4. Often school districts set up one course in a high school.
5. Broader offerings are available in vocational technical schools.

Elaborating on the situation in Springfield, Ohio, the speaker emphasized that parochial students attend the vocational schools. He believes the career student can best be served by the area school since advisory committees actively assist in planning and promotion.

Second General Session: December 5

Recorder: JOHN F. STANDRIGE

Theme: Serving People Through Facilities

Chairman: JOHN V. ANKENEY

Topic: Architecture for Vocational Learning

An excellent presentation was made, using a multi-media approach—a panel of five experts representing the American Institute of Architects made the presentation. Since the program was primarily one of graphics, extensive notes were not available. The following concepts were emphasized:

—New buildings should eliminate, if possible, the closed-in feeling.

—Open spaces are needed for more flexibility and better utilization.

—Facilities should be designed to accommodate many multi-media devices.

—A wide variety of equipment should be available for use in teaching.

—Facilities should be designed around mechanical clusters instead of curriculum clusters.

—Cosmetology laboratories and appliance repair laboratories should be adjacent.

—The trend is developing toward combined occupancy.

—In a thirty-story building, a school on the first 10 floors could well be combined with office space on the upper 20 floors.

Third General Session: December 7

Recorder: WALLACE G. STEVENSON

Theme: Serving People Through Industry and Government

Chairman: HARRY LEWIS

Topic: Texas Labor Mobility Project—Rio Grande Training Program.

The rationale for the Texas Labor Mobility Project was a simple one, according to Joseph B. Andrasko, Vice President of Administration, Vought Aeronautics Company, Dallas, Texas. Its proponents planned to take training, supportive services, and counseling to the man—the man in an area of high unemployment—and to prepare this man technically and psychologically to take his place in the highly technical aerospace industry in an area of high labor demand.

Briefly, the plan was this: there existed in the Rio Grande Valley a large supply of able, industrious workers; these were men who, because of the depressed agrarian economy of the valley area, were either unemployed or underemployed at the time of their recruitment into the project. The solution was to move the unemployed laborers to Dallas to fill the need felt there, a simple—even a logical solution—but one that was fraught with risks.

We all know that it is a traumatic experience to change jobs and even more traumatic to pull up stakes and move. Yet in spite of many risks we put a proposal together under the Manpower Development Training Act and received the go-ahead signal. The program called for 750 men to be recruited and trained in the Rio Grande Valley, then to be transported with families to Dallas to work at the Grand Prairie plant. During training each man would receive the equivalent of the unemployment compensation allowance. When he reported to Dallas he would receive the normal starting rate of $2.50 per hour.

One of the smarter decisions we made was to provide counselors who had grown up in the valley. They had lived in large cities; they were Mexican-American and bilingual. They achieved instant credibility.

Of the 750 entering training 684 completed the course and reported to Dallas. The average income per trainee for the year prior to entering training was $1200, not counting unemployment compensation and welfare. Travel and moving expenses were provided for the trainee and his family as part of the program.

The first class of 15 arrived in Dallas and reported to work in October 1967. It is interesting to note that all 15 of this class are still on our payroll. The last class reported to the plant one year later, in September 1968. The moving of 684 trainees resulted in moving a total of 2,184 men, women, and children. In addition, many of the kinfolk of the trainees have since come up on their own.

To date, after three years, we have a retention rate of over 55 percent. As far as can be determined, less than 30 men have returned to the valley. The others have stayed in the area, taking what they considered better job opportunities. They now have a transferable and salable skill.

In our opinion, there were some significant factors that helped make the program a success:

1. The role of the counselor.
2. The modular training system—training the people in their home area where the problems of school could be left at school and they could return home each night to familiar surroundings and friends.
3. Curriculum and schedule—short but complete.
4. The trainees themselves—their language and ethnic ties encouraged them to compete not only with each other but with other employees of the company.

Some may question whether we did right by moving these people to the everlasting treadmill of economic competition. As Americans, shouldn't they have a choice? As disadvantaged people—they didn't; now they can choose the valley and the old way, or continue on the new way.

Topic II: NCLA Business Meeting

The meeting was opened by President John L. Cameron. The election of officers and directors was followed by the treasurer's report, committee chairmen reports, and the issuing of state charters. A farewell address was given by John Cameron, and an acceptance speech by Fred Miner, newly elected president.

President: Fred Miner, Director of Vocational Education, Clover Park, Tacoma, Washington 98499

1st Vice President: Stephen Andrasko, Superintendent of Vocational Education, Essex County, East Orange, New Jersey 07017

2nd Vice President: Sam L. Schimelfenig, Wahpeton, North Dakota 58075

Secretary: Harry Lewis, Director, Trade and Industrial Education, Board of Education, City of New York 11201

Treasurer: Edward F. Kotchi, Dean, Broward Junior College, Fort Lauderdale, Florida 33314

One important bit of business was the unanimous approval by the members that dues be increased from $2.00 to $3.00 per year. It was also decided to set the membership year from July 1 to June 30 each year.

NCLA Luncheon: December 7

Chairman: SAM SCHIMELFENIG
Co-chairman: FRED MINER
Recorder: Z. WALTER JANIAK
Introduction of Speaker: EDWARD F. KOTCHI

The speaker was to be the Honorable Daniel J. Flood, Congressman, 11th District, Pennsylvania. The congressman was unable to attend because of legislative demands, and Steven Elko, Administrative Assistant to the congressman, delivered the congressman's address.

The address presented Appalachian state's cause and the dire need for vocational training. He pointed out the many projects under way and his sincere interest in promoting this cause. According to present estimates, more than 114,000 persons will be receiving job-relevant vocational training annually when all the projects are completed. In a recent evaluation tour of the Appalachian region it was found that except for the highway program the vocational education program had perhaps a greater impact on the region than any other single effort so far.

The Appalachian Commission has been working vigorously to provide needed vocational and technical facilities.

AVA ADVISORY COUNCIL

The Advisory Council is a standing committee of the AVA and has been traditionally chaired by the immediate past president of the Association. The Council is representative of the various divisions, departments, affiliated organizations, and interest groups that comprise the Association. A person is named to the Council along with an alternate, and the final list is approved by the AVA Board of Directors in July. Notices of the meetings to be held during the Annual Convention are then sent to each representative along with an instrument that solicits agenda items and/or concerns to be discussed. The Advisory Council is described in the Bylaws of the Association under Article XI, which states the purpose, membership, officers, and meetings.

At the 1970 Convention, the Advisory Council met on two occasions, deliberating a total of three and one-half hours. The first session was held on Friday evening, December 4, and 24 members attended. A second session was held as scheduled on Wednesday, December 9, and 23 members were in attendance.

The chair structured the discussion by presenting five major questions as the initial agenda. Some of the agenda items had been recommended by the Board, while others were synthesized and developed from questions raised by the Council members on the advance questionnaire. The five basic questions presented were:

1. Should the AVA consider amending its Bylaws to provide an institutional membership? What implications would such a development have on the AVA, the profession, and the program of vocational education in America?
2. Should the AVA continue as a federation of affiliated organizations or should it be reconstituted as a national organization?
3. Is the present structure of the AVA effective or will our structure need to be modified in the decade of the seventies?
4. What are the restraints at the state and local level in developing and implementing quality vocational education programs?
5. What should be the functions of the AVA as a professional Association?

A sixth question arose concerning membership in the Association. It was felt that we should discuss at least three facets of this problem, namely: (a) Why did membership drop in 1969-1970? (b) Should there be a different method of soliciting new members? and (c) Are we sure that we have adequately determined potential membership?

The balance of the first meeting was used as a briefing session, providing some background for each of the questions and some insight into the specific issues underlying each of them. Council members were asked to think about the questions and to discuss them with their respective constituencies.

At the second meeting of the Council the previous questions were discussed.

While no formal action was taken, general consensus was achieved on a number of important issues.

While caution was advised and statements of reservation were expressed, it was agreed that a careful study should be made concerning the possibility of creating an "institutional membership." It was conceived that such a membership could broaden the constituency base and provide a substantial increase in the budget.

While there were many statements in recognition that state associations need to be strengthened and that their respective leadership may at times require assistance, the group favored our continuing as a federation of affiliated organizations. There was consensus regarding the need for strength at the "grass roots" level; and the Council apparently believes that this strength resides in strong state and local leadership.

The question about the current structure of the AVA as we continue to move into the decade of the seventies tended to raise a number of subsequent questions rather than to consolidate thought into a clear position. Many questions relating to "identity" were raised, and some "vested interests" were identified in the active discussion that followed. At the same time, there was evidence that our present structure was not serving all of the constituency equally well, and that it may, in fact, be causing us a problem in reaching some of our potential membership. A continuous review of the AVA structure is necessary, but the Council was not prepared to make specific recommendations.

The issue concerning the function of a professional association resulted in an excellent discussion. There was praise for the fact that the AVA has achieved a new level of maturation and has become involved in some major professional activities, such as the Research Visibility Project and the Accreditation Study. It was very reassuring to see the support and enthusiasm of the Council regarding the AVA's attempt to provide professional development on a national level. There were many comments concerning the Legislative Seminar on Manpower Development, the Legislative Seminar on Postsecondary Career Education, and the Preconvention Postsecondary Seminar. Consensus was evident on the need to broaden our base of operations to include strong interrelationships with other professional associations such as the AAJC and other governmental agencies, and that our involvement should be broadened and intensified.

The chairman would like to commend the members of the Advisory Council who could be present and who participated in the discussions of the committee. The conversations were stimulating and profitable. It was interesting to note the differences in the dialogue among those representing some of the newer affiliated groups. The major strength of the Council derives from the fact that each person represents a specific interest within the Association and that all issues affecting the profession can be viewed in a diverse manner.

STATE BOARDS OF VOCATIONAL EDUCATION

The State Advisory Councils Speak

by Bruce Reinhart

Planning can be the biggest "can of worms" in vocational education history, according to 50 state advisory council reports that brought a surprising number of reactions such as: What is evaluation? Where do councils get valid, reliable data? How can we evaluate without good plans?

Some reports declared an absence of specific goals, objectives, and priorities in the state plans. A few indicated that state plans are largely fictional compliance documents designed to get federal funds. Others said that "informal plans" (plans hidden in a bureaucratic maze) are not uncommon. The reports assert that state plans are not successfully providing the originally intended keystone in the arc of vocational education planning from the local through the state, regional and national levels.

Nevertheless, the state councils brought home a message. Their message embodied in recommendations is that someone develop a data collection and retrieval system, a planning procedure, personnel development help, and funding and guidance assistance. Those subjects were recommended topics by 50 percent of the councils. Thirty percent called for increased research and more evaluation. The most frequently recommended final topics for concern were coordination and cooperation, image, program and curriculum, the problem of the disadvantaged and handicapped, area and regional schools, facilities and equipment, pilot and demonstration programs, and dropouts.

Dr. Reinhart concluded with this suggestion: "Why not draw up a permanent list of recommendations for each state and couple it with a list of specific objectives to accomplish them? Suppose we say to our states, 'We are not going to change the objectives until they have been accomplished?' Can you imagine what would happen if all the vocational educators across the nation came to the realization that their state council was going to come back again and again until something had been done? Can you imagine what would happen if every council member realized that he had to stick to his recommendations and defend them to all challengers? My hunch is that this would not only improve council recommendations but would really advance vocational education."

Assessment Today to Design for the Future in Occupational Education

by Leonard A. Hergenreter

"What is wrong with our schools?" Eric Wentworth, in a copyrighted article for the ***Denver Post*** and ***Washington Post***, puts it this way:

> Kids today are subject to a petty tyranny which the parents themselves would not tolerate for a day . . . they are treated like cattle, force-fed facts—many of them outdated—while being kept under rigid discipline.

Students in our schools today are not being taught what they need to know in this rapidly changing world. "Education" ceases for 25 percent of the students between the ninth and twelfth grades in Colorado. The percentage of dropouts or "pushouts," which may be a better term, ranges upward to 50 percent in some of our high schools—yet we continue to spoon-feed them the same thing over and over. I do not believe that any industry could survive if upwards of 25 to 50 percent of their product had to be discarded or rejected because it did not meet the minimum specifications. Yet, our schools continue to reject these percentages of their product and ask for more tax dollars to continue to do the same. Vocational education leadership should be serving the dual role of promoting the present product while, at the same time, encouraging the research and evaluation staff to find better ways for producing a superior product.

A significant aid for improving vocational education, which Colorado is installing, is the total state evaluation system designed by The Center for Vocational and Technical Education at The Ohio State University. A characteristic of the system is a computer-based evaluation effort which begins with specific objectives and goals, utilizes hard data, aids in strategy analysis, and provides needed instruments and computer programs.

Hergenreter concluded with an explanation of how the evaluation system functions as a management tool and as an aid to the state advisory council's effort.

JOINT MEETING OF STATE BOARDS AND STATE ADVISORY COUNCILS

Partners for Progress in Occupational Education in the Seventies: Agencies Outside the Public School Setting

Arthur Lee Hardwick, Associate Commissioner of Education; Calvin Dellefield, Executive Director of the National Advisory Council on Vocational Education; Lowell Burkett, Executive Director of the American Vocational Association; and George Guthrie, Chairman of the Vocational Education Committee for the Texas Board of Education, and a member of the Texas Advisory Council, emphasized in a panel discussion the need for team work at every level of vocational education. These leaders pointed out ways in which cooperation has taken place and should occur in the future, involving the U.S. Office of Education, The National Advisory Council, the AVA, state advisory councils, and state boards for vocational education. There must be continuous dialogue reflecting the barriers and achievements encountered by each agency. Petty differences of opinion, vested interests, and power plays must not be permitted to hinder a united, orchestrated effort to provide improved programs of vocational education.

Partners for Progress in Occupational Education in the Seventies: Agencies Outside the Public School Setting

by Francis Tuttle

Partners for Progress in Occupational Education are the key words for the 1970's. The day is long past when vocational education agencies can sit at home, plan their programs, and offer them without regard to other agencies outside the public school setting.

A few of the many agencies and departments with which the State Division of Vocational Education in Oklahoma has cooperating arrangements are the following: the State Planning Agency, the State Industrial Development Agency, the Oklahoma Employment Security Commission, economic development districts of which there are seven, the Ozarks Regional Commission, Vocational Rehabilitation, the Governor's Comprehensive Manpower Planning Staff, the Department of Public Welfare, the Private Schools Association, Oklahoma colleges and universities, AMIDS (Area Manpower Institute for the Development of Staff), the Oklahoma Retailer's Association, Chambers of Commerce, Sales Executives, The Banker's Association, the Advertising Club, and The Better Business Bureau. In addition there are numerous trade associations, boards of certification, and agencies both public and private which should be a part of the total vocational education effort.

A program on the horizon which calls for extensive cooperative arrangements between public school vocational and technical education and other agencies is the Comprehensive Manpower Program, proposed for operation throughout the Department of Labor. Vocational education is to be a part of this new program, and it has been asserted that it might be the state and local prime sponsors who serve as the major deliverer of manpower services. However, there seems to be no orderly transition from the present programs and no way for an orderly transition to develop unless the Department of Labor is willing to assume the direct funding of state administration programs so that the states' manpower training staffs will not fall apart.

A team effort with advisory councils and numerous public and private agencies is needed to conduct successful training programs. Today there is a great proliferation of training programs as a result of many agencies receiving appropriations in the form of training funds. Those operating at the state level in vocational education know that this proliferation of programs is wasteful, confusing, overlapping, uneconomical, and unrealistic. No one can keep up with a maze of federal training programs that are available to local areas; however, in Congress' wisdom they have continued to provide such fragmented training programs. Therefore, those of us who work in the states must attempt to work with all of these agencies to bring some order out of the chaotic situation that exists.

Partners for Progress in Occupational Education in the Seventies: Agencies Outside the Public School Setting

by Fred H. Williams

The Florida Department of Education has four divisions: elementary and secondary education, vocational education, community colleges, and universities. While vocational education is a division with primary responsibility for a complete system of occupational education, each of the three others contributes to the system in varying ways.

In addition, occupational education in Florida is directly related to 15 of the 23 agencies of state government in one of three ways: through policy making, through administration, or through coordinative functions. Thus, occupational education can no longer operate independently but must carry its message and cooperate with a broad spectrum of "publics."

A method suggested to facilitate multiple agency cooperation is the development of a plan which determines the role and scope of each agency within an over-all framework. Perhaps the logical solution would require some reorganization so that standards for employment and curricula are established by one organization, while another then develops and implements the structural delivery system. The public services to local governments might be carried out through either of these, or through a third agency. Through such an arrangement the state could carry out its rightful responsibilities without duplication or gaps in the occupational education program.

Partners for Progress in Occupational Education in the Seventies: Agencies Outside the Public School Setting

by O. H. Simmons

Mississippi is fortunate in that practically all its organizations and agencies work closely together not only in the public education institutions involved in vocational-technical education but in other programs dealing with manpower development.

The Employment Service works very closely with the Vocational-Technical Division of the State Department of Education and with local educational institutions. The Service feels a moral responsibility to work with vocational-education authorities to make long-range plans for training citizens to fill the jobs of tomorrow.

Two vehicles in Mississippi which are most fruitful in bringing about multiple-agency cooperation are a Cooperative and Manpower Planning System (CAMPS) and the State Advisory Council for Vocational-Technical Education. The CAMPS set-up was designed to prevent duplication of efforts as well as to provide for identification of training needs.

The State Advisory Council represents a broad perspective of the state and includes many persons from business, industry, government, education, and manpower-related agencies as members of the council. However, the greatest weakness in the area of partnership for vocational and technical education is the idea that "unless there is something in it for me, I will not play ball." It is going to take some big people, including politicians, to see that this hang-up does not hinder the progress of vocational education.

STATE ADVISORY COUNCILS

Joint Meeting of Advisory Councils and
State Directors of Vocational Education

Chairman: JOHN W. BUNTEN, State Director of Vocational Education, Carson City, Nevada

Recorder: A. P. FATHERREE, State Director of Vocational Education, Jackson, Mississippi

Topic I: Role of the National Advisory Councils
Speaker: HUGH CALKINS, Chairman, National Advisory Council on Vocational Education, Cleveland, Ohio

Mr. Calkins pointed out that technology has created in this country a society which is complex and in which people must be trained in order to have a constructive role. He likened the turbulence of education in the last 20 years to the turbulence of two mighty rivers coming together. Traditional forms of education have not been meshing with the society in which everyone needs training if he is to have a job. The role of the National Advisory Council and that of state directors of vocational education is the same—to make new educational opportunities a reality. The world outside of vocational education supports and defends the program with lip service. Governors, legislators, members of Congress, school administrators, and others do not have the confidence to give full financial support. We might ask ourselves some questions—Why are industrial arts instructors not members of AVA? Why in most states is vo-ed not available to tenth-graders, where the largest number of dropouts are? Why are there very few school districts in the U.S. which support vo-ed with local funds? Why has vo-ed been frightened by the disadvantaged? Why have we allowed the Federal Government to provide seven or eight times as much money for remedial as for preparatory vo-ed? Why does vo-ed not assume a responsibility for job placement? We must overcome our confidence gap and move into the main stream of education and get on with the big job in education.

Topic II: Role of State Advisory Councils
Speaker: JACK P. NIX, State Superintendent of Schools, Atlanta, Georgia

Dr. Nix underscored the importance of communication between advisory councils, state departments, and state boards of education. He pointed out that he did not agree that state advisory councils should be appointed by the governor, thereby creating a possibility that they would become a political arm. Further, state councils should not be molded into a separate agency, nor is it necessary that the fiscal and personnel activities of the councils be separate from the state department of education. Dr. Nix said the councils were an excellent way of involving lay citizens, and councils should be considered by state directors as an "opportunity," not an "intrusion."

Joint Meeting of Advisory Councils and
State Board of Education Members
(*For report on this meeting, see previous section.*)

Special Meeting For Advisory Council Members and Staff Persons

This meeting was held on December 7, during the morning. Representatives of the 25 states present were asked to give written and oral reports on activities of the state councils. Reports and discussion were most informative and helpful. Forty-five attended the session, which was organized by Warren G. Weiler of Ohio. Calvin Dellefield, Executive Director, National Advisory Council on Vocational Education, was present to assist Mr. Weiler in conducting the meeting.

COMMERCIAL, EDUCATIONAL AND ARCHITECTURAL EXHIBITORS

1970 COMMERCIAL EXHIBITORS

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AIMS Instructional Media Services, Inc.
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1815 North Fort Myer Drive, Arlington, Virginia 22209
The American College Testing Program, Inc.
Post Office Box 168, Iowa City, Iowa 52240
American Edelstaal, Inc.
One Atwood Avenue, Tenafly, New Jersey 07670
American Technical Society
848 East 58th Street, Chicago, Illinois 60637
American Vocational Research Corporation
1510 H Street, N.W., Washington, D.C. 20005
AMMCO Tools, Inc.
2100 Commonwealth Avenue, North Chicago, Illinois 60064
Angle Steel Division of Gulf and Western
323 Acorn Street, Plainwell, Michigan 49080
ARCO Manufacturing Company
1701 13th Avenue North, Post Office Box 817
Grand Forks, North Dakota 58201
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Box 190, Gowrie, Iowa 50543

Cambridge Book Company, Inc.
488 Madison Avenue, New York, New York 10022

Changing Times Education Service
1729 H Street, N.W., Washington, D.C. 20006

Chronicle Guidance Publications, Inc.
Moravia, New York 13118

Class National Publishing, Inc.
414 Hungerford Drive, Rockville, Maryland 20850

Clausing Corporation
2019 North Pitcher Street, Kalamazoo, Michigan 49001

Clayton Manufacturing Company
4213 North Temple City Boulevard
El Monte, California 91731

College Entrance Examination Board
475 Riverside Drive, New York, New York 10027

The Columbia Vise & Mfg. Co.
9021 Bessemer Avenue, Cleveland, Ohio 44104

The Combined Book Exhibit, Inc.
Scarborough Park, Albany Post Road
Briarcliff Manor, New York 10510

Consolidated Productions, Inc.
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9929 West Silver Spring Road, Milwaukee, Wisconsin 53225

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1111 West Delmar Avenue, Godfrey, Illinois 62035

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301 South LaSalle Street, Post Office Box 426
Indianapolis, Indiana 46206

DCA Educational Products, Inc.
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612 Maple Avenue, Torrance, California 90503

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2425 North Sheffield, Chicago, Illinois 60614

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Ames Court, Plainview, Long Island, New York 11803

Digital Equipment Corporation
146 Main Street, Maynard, Massachusetts 01754

Division of Allied Health Manpower
9000 Rockville Pike, Building 31, Room 3C-35
Bethesda, Maryland 20014
Dun & Bradstreet, Inc., Business Education Division
1290 Avenue of the Americas, New York, New York 10019
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3017 North Stiles, Oklahoma City, Oklahoma 73105
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625-6th Street East, Owen Sound, Ontario, Canada
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Liverpool, New York 13088
Electromagnetic Sciences, Inc.
3643 Northeast Expressway, Atlanta, Georgia 30340
Electronic Aids, Inc.
6101 Falls Road, Baltimore, Maryland 21209
Electronic Industries Association
2001 Eye Street, N.W., Washington, D.C. 20006
Electronic Training Materials, Inc.
Post Office Box 30172, Birmingham, Alabama 35222
Embosograf Corporation of America
38 West 21st Street, New York, New York 10010
Encyclopaedia Britannica, Inc.
425 North Michigan Avenue, Chicago, Illinois 60611
Enterprise Machine Tools, Inc.
1201 South Clover Drive, Minneapolis, Minnesota 55420

Fabri-Tek Education Systems Inc.
1261 South Boyle Avenue, Los Angeles, California 90023
Fairchild Books & Visuals
7 East 12th Street, New York, New York 10003
Florida Department of Citrus
Post Office Box 148, Lakeland, Florida 33802
Ford Division of Ford Motor Company,
Service Training Department
50000 Grand River Expressway
Wixom, Michigan 48096
Gamco Industries, Inc.
Post Office Box 1911, Big Spring, Texas 79720

Garrett Tubular Products, Inc.
802 East King Street, Garrett, Indiana 46738
General Electronic Laboratories
1085 Commonwealth Avenue
Boston, Massachusetts 02215
General Equipment Manufacturers
Post Office Box 1059, Jackson, Mississippi 39205
Goodheart-Willcox Co., Inc.
123 West Taft Drive, South Holland, Illinois 60473
Gramercy Guild Group, Inc.
1145A West Custer Place, Denver, Colorado 80223
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23 Washington Avenue, Pleasantville, New York 10570
Guy-Chart Sales Inc.
890 Brock Road, Pickering, Ontario, Canada

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1716 Whitehead Road, Baltimore, Maryland 21207
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99 Shaker Road, East Longmeadow
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757 Third Avenue, New York, New York 10017
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4005 El Camino Real, Atascadero, California 93422
The Hickok Team
Wheeling Avenue, Woburn, Massachusetts 01801
Human Development Institute
20 Executive Park West, N.E., Atlanta, Georgia 30329
Hunter Engineering Company
11250 Hunter Drive, Bridgeton, Missouri 63044

IBM Office Products Division
590 Madison Avenue, New York, New York 10022
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243 West 56th Street, New York, New York 10019
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Post Office Box 3358, Baton Rouge, Louisiana 70821
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Kavic House, The Film Publisher
One Eaton Court, Wellesley Hills, Massachusetts 02108
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116 East 16th Street, New York, New York 10003

KDI Instructional Systems, Inc.
1810 MacKenzie Drive, Columbus, Ohio 43220
Kee, Incorporated
6707 Whitestone Road, Baltimore, Maryland 21207

Lennox Industries, Inc.—Educational Division
Department A-15, Post Office Box 250, Marshalltown, Iowa 50158
Link Division of the Singer Company
Binghamton, New York 13902
Lufkin, A Division of Cooper Industries, Inc.
Post Office Box 728, Apex, North Carolina 27502

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250 West Main Street, Moorestown, New Jersey 08057
Milady Publishing Corporation
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200 Pennsylvania Avenue, East Aurora, New York 14052
Minnesota Woodworkers Supply Co.
925 Winnetka Avenue, North Minneapolis, Minnesota 55421

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National Education Systems Corporation
1110 Hartford Building, Post Office Box 2848, Dallas, Texas 75221
National Educational Media, Inc.
3518 West Cahuenga Boulevard, Hollywood, California 90028
Nord Instruments Company, Inc.
211 East Calhoun Street, Salem, Virginia 24153
North Star Computer Educational Systems
228 South Cedar Lake Road, Minneapolis, Minnesota 55405
nuArc Co., Inc.
4100 West Grand Avenue, Chicago, Illinois 60651

Oliver Machinery Company
445 Sixth Street, N.W., Grand Rapids, Michigan 49502
Olympic Film Service
161 West 22nd Street, New York, New York 10011
Omnidata, Inc.
R. D. No. 2, Box 518A, Sicklerville, New Jersey 08081
Owatonna Tool Company
Owatonna, Minnesota 55060

Pace International Corporation
12444 Ventura Boulevard, Studio City, California 91604
Paxton National Inc.
(Paxton Equipment & Supply)
7401 South Pulaski Road, Chicago, Illinois 60628
Peace Corps
806 Connecticut Avenue, N.W., Washington, D.C. 20025

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Box 70, McMinnville, Tennessee 37110
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Post Office Box B, Allison Park, Pennsylvania 15101
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Palatine, Illinois 60067
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The SIGNPRESS Company
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Simpson Educational Systems
853 Dundee, Elgin, Illinois 60120
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56 Emerald Street, S.E., Minneapolis, Minnesota 55414
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2001 Elmendorf Street, Chattanooga, Tennessee 37406
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Box 803, Chicago, Illinois 60690
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3M Company
Microfilm Products Division
3M Center, Building 220-9E, St. Paul, Minnesota 55101
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1100 Hastings Street, Toledo, Ohio 43607
United States Air Force Recruiting Service
Randolph AFB, Texas 78148
United States Army Recruiting Command
Hampton, Virginia 23369
United States Navy
Bureau of Naval Personnel (Pers-B6e)
Washington, D.C. 20370
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Post Office Box 688, Binghamton, New York 13902
VIDMAR
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Wilton Corporation
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The Wood-Regan Instrument Co., Inc.
184 Franklin Avenue, Nutley, New Jersey 07110
World's Finest Chocolates, Inc.
2521 West 48th Street, Chicago, Illinois 60632

1970 ARCHITECTURAL EXHIBITORS

Boldface denotes architectural firm; educational facility is indented

Architectural Associates
202 1/2 Seventh Avenue, South Charleston, West Virginia 25303
South Branch Vocational Center
Petersburg, West Virginia
Daverman Associates, Inc.
200 Monroe, N.W., Grand Rapids, Michigan 49502
Kent Skills Center
Kent County, Grand Rapids, Michigan
DRA (Drummey, Rosane, Anderson, Inc.)
2276 Washington Street, Newton Lower Falls, Massachusetts 02162
Whittier Regional Vocational High School
Haverhill, Massachusetts

Ellerbe Architects
333 Sibley Street, St. Paul, Minnesota 55101
Joseph P. Keefe Regional Vocational Technical High School
Framingham, Massachusetts

Hartheimer, Bender & Estey
98 Columbia Street, Albany, New York 12210
The Saratoga Center for Occupational and Educational Development
Henning Road, Saratoga, New York

Hudgins, Thompson, Ball and Associates, Inc.
Post Office Box 3289, Tulsa, Oklahoma 74101
Central Vo-Tech
Drumright, Oklahoma

Johannes & Murray & Associates
855 Pershing Drive, Silver Spring, Maryland 20910
Howard Vocational-Technical Center
Clarksville, Maryland

McLeod, Ferrara & Ensign
1705 De Sales Street, N.W., Washington, D.C. 20036
Washington County Vocational-Technical Center
Hagerstown, Maryland

Manson-Jackson & Kane, Inc.
520 Cherry Street, Lansing, Michigan 48933
Capital Area Career Center—Ingham Intermediate School District
Mason, Michigan

Reid and Associates
1430 Citizens Bank Tower, Oklahoma City, Oklahoma 73106
Canadian Valley Area Vocational Technical Center
El Reno, California

Samborn, Steketee, Otis and Evans, Inc.
600 L. O. F. Building, Toledo, Ohio 43624
Lenawee Area Vocational Technical Education Center
Adrian, Michigan

Schutte, Mochon, Inc.
11121 West Oklahoma Avenue, Milwaukee, Wisconsin 53227
Fox Valley Technical Institute
Grand Chute, Wisconsin

Shaver and Company
105 Washington Street, Michigan City, Indiana 46360
Southwestern Community College
Creston, Iowa

1970 EDUCATIONAL EXHIBITORS

American Hospital Association
Division of Careers and Recruitment
840 Lake Shore Drive, Chicago, Illinois 60611

AVA-NSC Safety Committee
National Safety Council
425 North Michigan Avenue, Chicago, Illinois 60611

Bureau of Adult, Vocational and Library Programs
Vocational and Technical Education Division
7th and D Streets, S.W., Washington, D.C. 20202

The Center for Research and Leadership Development
in Vocational-Technical Education
The Ohio State University. 1900 Kenny Road, Columbus, Ohio 43210
Colorado State University, Department of Vocational Education
Ft. Collins, Colorado 80521
Distributive Education Clubs of America
200 Park Avenue, Falls Church, Virginia 22046
Future Business Leaders of America—Phi Beta Lambda, Inc.
1201 Sixteenth Street, N.W., Washington, D.C. 20036
Instructional Materials and Practice Branch
Division of Comprehensive and Vocational Education Research
U.S. Office of Education
Washington, D.C. 20202
Instructional Materials Laboratory
The University of Texas at Austin, Division of Extension
Austin, Texas 78712
Joint Project in Vocational Education Between Rider College and
New Jersey Division of Vocational Education
Rider College, Trenton, New Jersey 08602
Louisiana Hospital Association Research and Education Foundation
Post Office Box 53352, New Orleans, Louisiana 70150
Manpower Information Office, Manpower Administration,
U.S. Department of Labor
Room 2110, 14th and Constitution Avenue, N.W.
Washington, D.C. 20210
National Association for Practical Nurse Education and Service
1465 Broadway, New York, New York 10036
National League for Nursing
10 Columbus Circle, New York, New York 10019
National Referral Center for Sciences and Technology
Library of Congress
Washington, D.C. 20540
Office Education Association
c/o Texas Education Agency, 201 East 11th Street
Austin, Texas 78701
Oregon Vocational Association
Oregon Board of Education, 942 Lancaster Drive, N.E.
Salem, Oregon 97310
Texas A & M University, Vocational Industrial Education
College of Education, College Station, Texas 77843
U.S. Department of Agriculture
Consumer and Marketing Services, Information Division
Washington, D.C. 20250
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105 North Virginia Avenue, Falls Church, Virginia 22046